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ABSTRACT

This instructor's manual was designed to help graduates of the California Bus Driver Instructor Course provide effective instruction to school bus driver trainees. It contains enough material for 20-30 hours of classroom training. The information is organized in 12 instructional units that cover the following topics: introduction to the course; driver's license and special certificate requirements; bus operation, use, laws, and regulations; vehicle components; general defensive driving techniques; specialized defensive driving techniques; passenger loading and unloading; emergency procedures; passenger management; activity trips; the special needs passenger; and public and community relations. Each unit includes an outline of the lesson plans in it, notes to the instructor, content information, handouts, and pretests and unit test. A final unit of the guide provides additional information for the instructor on teaching the course, such as materials needed to conduct classes, classroom arrangement, lesson planning and teaching techniques, and tests and answer keys. (KC)

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# Instructor's Manual for California's Bus Driver's Training Course

CALIFORNIA DEPARTMENT OF EDUCATION
PASSENGER SAFETY
BUS DRIVER INSTRUCTOR PROGRAM

U.S. DEPARTMENT OF EDUCATION
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[illegible]

CALIFORNIA DEPARTMENT OF EDUCATION
Bill Honig, State Superintendent of Public Instruction
Sacramento, 1990

# INSTRUCTOR'S MANUAL FOR CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

*Prepared under the direction of*
**Ron Kinney, Supervisor**
**School Transportation**
**California Department of Education**

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# PREFACE

As a graduate of the California Bus Driver Instructor Course, you enjoy the unique privilege of being the most important person in the statewide training program designed for professional bus drivers. The information, attitudes, and ideas you impart to your students each time you present this course will give your graduates the insight they will need to avoid costly and tragic accidents.

The success of California's Bus Driver Instructor Training Program depends on your cooperative efforts in working with your employer and sharing your experiences in a positive, enthusiastic way. As a graduate of the Instructor Training Program, you are to be congratulated on the challenging and rewarding role you have assumed in the cause of transportation safety.

The instructor's manual has been designed to assist you in providing effective instruction to bus driver trainees. It contains more material than can be covered in a 20-hour classroom training program. In fact, as much as 30 hours may be required to cover the material in the manual effectively. The manual should be used as a guide supplemented by additional information related to the 12 units. It is designed to be used as a lesson plan to instruct new and renewal applicants. Some of the topics may not apply to all operations. For this reason, lesson planning that includes the presentation of the subject matter is necessary. Also, a classroom renewal course will require additional lesson planning to adjust for the type of program being offered.

Before instructing any class, prepare yourself by studying the material to be presented. Use the reference column for teaching hints and notes. In addition the manual includes a miscellaneous section that contains specialized information and forms. Teaching is a rewarding experience when both the instructor and students enjoy the exchange of learning.

**ROBERT W. AGEE**
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# ACKNOWLEDGMENTS

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# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT I

## INTRODUCTION

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|---|---|

## INTRODUCTION

### LESSON PLAN OUTLINE

**TOPICS:**

1. Welcome
2. Introductions
3. Course duration
4. Purpose and objectives
5. State and local responsibilities
6. Course curricula
7. Attendance and grading systems
8. Pretest administration and analysis

**OBJECTIVES:**

1. Explain state and local responsibility and goal to reduce accidents.
2. Explain unit curricula.
3. Administer pretest and analyze results to determine instructional priorities.

**COURSE SCHEDULE AND TIMELINES:**

_______________ days
_______________ hours
_______________ minutes

**LOCATION:**

Facilities

**INSTRUCTIONAL DELIVERY:**

Lecture, discussion, and test

**REFERENCE** | **CONTENT**

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, videos, chalkboard, flip-chart, VCR, charts, chalk, model bus

### HANDOUTS:

Sign-in sheet
Course schedule
California Driver Handbook
Passenger Transportation Safety Handbook
______________________________
______________________________
______________________________

### HEAD INSTRUCTOR, SUPPORT INSTRUCTOR, AND RESOURCE PERSONNEL:

All personnel involved in the course should be present for this lesson. The lesson will be presented by the head instructor with support and resource personnel assisting with handouts and pretest analysis.

### SUPPLEMENTS:

Instructors are to instruct all appropriate materials in this unit. There are supplements and outlines for the different types of special certificates.

**REFERENCE**

School Bus
SPAB
Transit
Farm Labor

**CONTENT**

## COURSE FAMILIARIZATION

**PLACE YOUR NAME ON THE BOARD.**

I would like to take this opportunity to welcome each and every one of you to our course, conducted by **(NAME OF ORGANIZATION)**. First, I would like to introduce myself. **(BRIEFLY TELL ABOUT YOURSELF.)**

At this time I will pass around a sign-up sheet for the purpose of keeping attendance records. Please fill in your name, your address, and the telephone number at which you can be reached. We will notify you if there should be a change in class time. As the sign-up sheet is being passed around, I'm going to ask each of you to stand and introduce yourself to the rest of the class and tell us a little about yourself.

**PASS A SIGN-UP SHEET AROUND THE CLASS. ASK THE STUDENTS TO PRINT.**

**WRITE THE DAYS AND TIMES OF CLASSES ON THE BOARD.**

Our class will meet on **(DAY OF WEEK)** for **(NUMBER OF DAYS OR WEEKS)** beginning at **(TIME)**. Please try to be on time because we are on a schedule and we have a lot of material to cover.

The total classroom time will be **(NUMBER)** hours. **QUESTIONS** There will be a short break at **(TIME)** for **(LENGTH OF TIME)**. For those of you who are not familiar with this building, the restrooms are **(GIVE LOCATION)**.

| REFERENCE | CONTENT |
|---|---|

I suggest that each of you bring a notebook to class so that you can take notes as we go along. These notes will be of value to you at test time and also in the future, when you may wish to review what has been covered in this course.

## QUESTIONS

We are allowed the use of these facilities by **(NAME OF ORGANIZATION)** and we are to abide by their rules. They are as follows. **(GIVE RULES.)**

Please, always sit in the seat in which you are now seated. I am making a seating chart to help me learn your names.

## PURPOSE AND OBJECTIVES

The purposes of this course are as follows:

1. To provide you with the information you will need to become a professional _______________ driver.
2. To provide you with the knowledge that you will need as a driver to ensure efficient and safe transportation in this state.
3. To provide you with proper training that will enable you to pass the state-required driver examinations.
4. To provide you with up-to-date information and materials.
5. To reduce vehicle accidents and injuries.

## PROFESSIONAL DRIVER

**EXPLAIN: WHAT A PROFESSIONAL DRIVER IS.**

Driving a bus is much different from driving a car or truck. Special skills and judgments are necessary. The course you are about to take was prepared especially for bus drivers, not for truck drivers or automobile drivers. Through this course you will become a professional driver.

| REFERENCE | CONTENT |
|---|---|
| | Upon successful completion of both the classroom and behind-the-wheel training course, you will be prepared to take the state-required examinations necessary to obtain a California Special Driver's Certificate. |
| School bus<br>SPAB | To become a school bus or school pupil activity bus driver, you must know many things about the pupil transportation system in California and about the plan that has been devised in California to ensure safe transportation of pupils. |
| | GOVERNING BOARD |
| School Bus<br>SPAB | The governing board of any school district may provide for the transportation of pupils to and from school whenever in the judgment of the board such transportation is advisable and good reasons exist therefor. |
| School bus<br>SPAB | The large number of pupils transported daily throughout the state presents a safety problem that requires state regulation and control. To ensure safe transportation for our pupils, a plan has been developed whereby the California Department of Education, the Department of the California Highway Patrol, and the Department of Motor Vehicles endeavor to guarantee safety in pupil transportation so far as it is possible. |
| | MATERIALS |
| | **HAND OUT MATERIALS.**<br>At this time, I would like to show you the study materials that will be used during this course.<br>1. The latest edition of the California Driver Handbook<br>2. The latest edition of the Passenger Transportation Safety Handbook (HPH 82.7)<br>3. The latest edition of the Commercial Driver Handbook. (To be used in the transit bus driver training course only.) |

| REFERENCE | CONTENT |
|---|---|

Other forms and workbooks will be handed out as they are required in each lesson. These materials are the primary ones that we will be working with, so please bring them with you to each session.

## ATTENDANCE AND GRADING SYSTEM

**EXPLAIN THAT THE GRADING SYSTEM PERTAINS TO CLASSROOM INSTRUCTION ONLY. IF YOUR CLASS IS SET UP TO INCLUDE BEHIND-THE-WHEEL TRAINING, SET THE HOURS AND CONDITIONS.**

**One hundred percent attendance is mandatory** during this training course. If it is necessary to miss a class due to an emergency, you may make up the class with my approval. If you do not complete the course successfully the first time, it may be repeated.

You will be given a proficiency test at the end of each unit of study. A passing grade of 70 percent must be achieved to continue the course.

If you miss more than six questions on the final exam, you will fail the course. Should this occur, you may retake the test by making arrangements with me. If you fail the exam the second time, you must retake the entire course.

## BEHIND-THE-WHEEL TRAINING

Behind-the-wheel training requires at least _______ hours of instruction from a certified instructor or a delegated behind-the-wheel trainer.

## STATE AGENCY RESPONSIBILITIES

### CALIFORNIA DEPARTMENT OF EDUCATION

The Department of Education is responsible for approving all courses of study and training activities for California school bus, school pupil activity bus (SPAB), farm labor vehicle (FLV) drivers, and transit bus drivers.

The Department is also responsible for training and certifying driver instructors for school bus, SPAB, farm labor vehicles, and transit bus drivers. Additionally, the Department is responsible for regulations related to school bus use, authority of drivers, and pupil safe riding practices and bus evacuation.

### CALIFORNIA HIGHWAY PATROL

The CHP is responsible for:

- Inspecting and certifying buses at least once each 13 months to ascertain whether the construction, design, equipment, and color comply with all provisions of law
- Adopting rules and regulations designed to promote the safe operation
- Inspecting driver records and preventive maintenance records
- Investigating bus accidents
- Approving certain bus stops
- Administering the written test, first-aid test, and driving tests for bus driver applicants
- Issuing **temporary** driver certificates for bus operations
- Interpreting and enforcing laws and regulations governing the equipment and safe operation of buses

### DEPARTMENT OF MOTOR VEHICLES

The DMV is responsible for:

- Ensuring that driver applicants and holders of a special driver's certificate maintain eligibility requirements
- Ensuring that applicants for a special driver's certificate meet the provisions of the California Code of Regulations and Vehicle Code before issuing a **permanent** special driver's certificate
- Conducting hearings on request for drivers and applicants whose certificate to drive has been denied, suspended, or revoked
- Issuing the special driver's certificate

## SCHOOL BUS ADVISORY COMMITTEE

The Highway Patrol has recognized that individuals who are more directly involved in the safe operation of buses should also be involved in the development of regulations and laws. The Highway Patrol Commissioner has established a committee to make a continuing study of regulations and to recommend to him such changes that appear to be necessary and desirable.

This committee is the advisory committee on pupil transportation, which is composed of representatives of all state agencies mentioned before, plus representatives from two school districts; two representatives from school bus contractors, who are operating a transportation system; a school bus driver; and a representative from the Governor's Office of Traffic Safety. Appointments are made by the Commissioner of the Highway Patrol.

## COURSE CURRICULA (School Bus, Original)

| | |
|---|---|
| UNIT I | INTRODUCTION |
| UNIT II | SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS |
| UNIT III | BUS OPERATION, USE, LAWS, AND REGULATIONS |
| UNIT IV | VEHICLE COMPONENTS |
| UNIT V | GENERAL DEFENSIVE DRIVING TECHNIQUES |
| UNIT VI | SPECIALIZED DEFENSIVE DRIVING TECHNIQUES |
| UNIT VII | PASSENGER LOADING AND UNLOADING |
| UNIT VIII | EMERGENCY PROCEDURES |
| UNIT IX | PASSENGER MANAGEMENT |
| UNIT X | ACTIVITY TRIPS |
| UNIT XI | SPECIAL NEEDS PASSENGER |
| UNIT XII | PUBLIC RELATIONS |

**COURSE CURRICULA (SPAB, Original)**

| | |
|---|---|
| UNIT I | INTRODUCTION |
| UNIT II | SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS |
| UNIT III | BUS OPERATION, USE, LAWS, AND REGULATIONS |
| UNIT IV | VEHICLE COMPONENTS |
| UNIT V | GENERAL DEFENSIVE DRIVING TECHNIQUES |
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| UNIT VII | PASSENGER LOADING AND UNLOADING |
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| UNIT IX | PASSENGER MANAGEMENT |
| UNIT X | ACTIVITY TRIPS |
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**COURSE CURRICULA (Transit Bus, Original)**

| | |
|---|---|
| UNIT I | INTRODUCTION |
| UNIT II | SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS |
| UNIT III | BUS OPERATION, USE, LAWS, AND REGULATIONS |
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| UNIT VIII | EMERGENCY PROCEDURES |
| UNIT IX | PASSENGER MANAGEMENT |
| UNIT XI | SPECIAL NEEDS PASSENGERS |
| UNIT XII | PUBLIC RELATIONS |

### COURSE CURRICULA (Farm Labor Vehicle, Original)

| | |
|---|---|
| UNIT I | INTRODUCTION |
| UNIT II | SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS |
| UNIT III | BUS OPERATION, USE, LAWS, AND REGULATIONS |
| UNIT IV | VEHICLE COMPONENTS |
| UNIT V | GENERAL DEFENSIVE DRIVING TECHNIQUES |
| UNIT VI | SPECIALIZED DEFENSIVE DRIVING TECHNIQUES |
| UNIT VII | PASSENGER LOADING AND UNLOADING |
| UNIT VIII | EMERGENCY PROCEDURES |

### COURSE CURRICULA (School Bus, SPAB, and Transit Bus, Renewal)

| | |
|---|---|
| UNIT II | SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS |
| UNIT III | BUS OPERATION, USE, LAWS, AND REGULATIONS |
| UNIT V | GENERAL DEFENSIVE DRIVING TECHNIQUES |
| UNIT VI | SPECIALIZED DEFENSIVE DRIVING TECHNIQUES |
| UNIT VII | PASSENGER LOADING AND UNLOADING |
| UNIT VIII | EMERGENCY PROCEDURES |
| UNIT X | ACTIVITY TRIPS |

### COURSE CURRICULA (Farm Labor Vehicle, Renewal)

| | |
|---|---|
| UNIT II | SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS |
| UNIT III | BUS OPERATION, USE, LAWS, AND REGULATIONS |
| UNIT V | GENERAL DEFENSIVE DRIVING TECHNIQUES |
| UNIT VI | SPECIALIZED DEFENSIVE DRIVING TECHNIQUES |
| UNIT VII | PASSENGER LOADING AND UNLOADING |
| UNIT VIII | EMERGENCY PROCEDURES |

## SCHOOL BUS - PRETEST

1. The Department of Motor Vehicles is responsible for ensuring that applicants for a special driver's certificate meet the requirements of the California Code of Regulations before issuing a permanent driving certificate.

   T______ F______

2. School bus drivers are required to do a weekly inspection on their buses.

   T______ F______

3. Any person knowingly making a false statement on the application for a school bus driver certificate shall be denied a certificate.

   T______ F______

4. Some school bus accidents are caused by discipline problems on the bus.

   T______ F______

5. How you look, your attitude, and how you operate your vehicle can have a definite effect on the feelings of the public about the pupil transportation system.

   T______ F______

6. In a bus with an automatic transmission, the selector lever is the driver's control over the transmission.

   T______ F______

7. It is unlawful to operate a vehicle with the transmission lever in the neutral position when the vehicle is descending a grade.

   T______ F______

8. Your best braking effort occurs when your wheels are "locked up."

   T______ F____

9. Driving at dusk is more dangerous than driving during daylight hours.

   T______ F______

10. All bus evacuation drills should be conducted by using the side emergency door.

    T______ F______

11. Highways are very slippery after the first rainfall of the season.

    T______ F______

12. In case of a skid, the driver should always turn the front wheels in the direction of the skid.

T______ F______

13. If a tire blowout occurs, the driver should apply the brakes hard and stop the vehicle immediately.

T______ F______

14. A driver's attitude will not affect his or her defensive driving patterns.

T______ F______

15. Signals for turning movements should be given at least 75 feet in advance of the movement.

T______ F______

16. Pedestrians have the right-of-way only at intersections where the crosswalks are marked.

T______ F______

17. Bicyclists are not controlled by any of our existing traffic regulations.

T______ F______

18. Type II vehicles are widely used in transporting special education pupils.

T______ F______

19. When preparing to make an escort stop, you may leave the engine running if your bus has a low battery.

T______ F______

20. Black ice is considered to be the most dangerous icy road condition.

T______ F______

21. The speed limit in school zones is 35 mph.

T______ F______

22. When you come upon a school bus stopped on either side of the roadway with flashing red lights, you must stop.

T______ F______

23. Failure to stop at the scene of an accident where your vehicle caused property damage, injury, or death makes you a hit-and-run driver.

T_____ F_____

24. In the event of a school bus highjacking, the first few minutes are the most critical.

T_____ F_____

25. Which of the following precautions should be taken when assisting in the loading of a handicapped pupil?

a. Activate four-way flashers.
b. Blow the horn before leaving the bus.
c. Have bus aide stay with other passengers.
d. Remove keys and set emergency brake.

26. Conduct of the pupils aboard the bus is the direct responsibility of the school principal.

T_____ F_____

27. A pupil who misbehaves on the bus may be put off any place the driver feels is safe.

T_____ F_____

28. If you are traveling in a convoy on a field trip and the lead driver exceeds 55 MPH, you should also exceed 55 MPH to keep in the convoy.

T_____ F_____

29. A professional bus driver should not drive beyond the limits of the headlights during darkness.

T_____ F_____

30. Drivers renewing a special driver certificate must complete ten hours of classroom training during the year of renewal.

T_____ F_____

## SCHOOL BUS - PRETEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | I | T |
| 2. | III | F |
| 3. | II | T |
| 4. | IX | T |
| 5. | XII | T |
| 6. | IV | T |
| 7. | DRIVER HANDBOOK | T |
| 8. | IV | F |
| 9. | V AND VI | T |
| 10. | VIII | F |
| 11. | V AND VI | T |
| 12. | V AND VI | T |
| 13. | V AND VI | F |
| 14. | V AND VI | F |
| 15. | V AND VI | F |
| 16. | DRIVER HANDBOOK | F |
| 17. | DRIVER HANDBOOK | F |
| 18. | III | T |
| 19. | VII | F |
| 20. | V AND VI | T |
| 21. | DRIVER HANDBOOK | F |
| 22. | DRIVER HANDBOOK<br>VII | T |
| 23. | DRIVER HANDBOOK | T |
| 24. | VIII | T |
| 25. | VII AND IX | D |
| 26. | IX | F |
| 27. | IX | F |
| 28. | DRIVER HANDBOOK, V, VI | F |
| 29. | VI | T |
| 30. | II | T |

## SUMMARY OF QUESTIONS PER UNIT (SCHOOL BUS)

| | |
|---|---|
| UNIT I | 1 |
| UNIT II | 2 |
| UNIT III | 2 |
| UNIT IV | 2 |
| UNIT V AND VI | 9 |
| UNIT VII | 2 |
| UNIT VIII | 2 |
| UNIT IX | 0 |
| UNIT X | 0 |
| UNIT XI | 1 |
| UNIT XII | 1 |
| DRIVER HANDBOOK | 7 |

## SPAB - PRETEST

1. A person under the age of 21 may drive a SPAB that is engaged in interstate transportation.

   T______ F______

2. DMV may cancel a SPAB driver's certificate when the applicant or certificate holder has his/her driving privilege suspended or revoked when it involves other than the safe operation of a motor vehicle.

   T______ F______

3. Smoking is permitted on a SPAB while transporting school pupils.

   T______ F______

4. Excessive heat will shorten the life of a clutch.

   T______ F______

5. The term "service brake" refers to that portion of the braking system that is used in normal operation to stop.

   T______ F______

6. The emergency stopping system applies the brakes on the steering and rear axles on all buses.

   T______ F____

7. Black ice is considered to be the most dangerous icy road condition.

   T______ F______

8. Crosswind has little, if any, effect on a 40-foot bus.

   T______ F______

9. Because of the size and weight of large Type I buses, hydroplaning will not happen on wet roads.

   T______ F______

10. Driving during twilight hours can create more potential hazards than at any other time of day.

    T______ F______

11. Maintaining the proper following distance is not important for a bus driver.

    T______ F______

12. The greatest number of bus accidents occur during turning maneuvers.

T______ F______

13. A major cause of turning accidents is due to improper mirror use and poor judgment.

T______ F______

14. Regrooved or recapped tires can be used on the steering axle of a bus.

T______ F______

15. Bicyclists are not regulated by any of our current traffic laws.

T______ F______

16. When an emergency does happen, passengers will look to the driver for direction.

T______ F______

17. The main reason for placing emergency reflectors is to warn other motorists and to direct traffic.

T______ F______

18. In case of an accident, bus drivers should notify, or cause to be notified, the California Highway Patrol, the school district, and their employer.

T______ F______

19. Disciplinary problems on the bus can be an indirect cause of an accident.

T______ F______

20. All pupil passengers must be seated at all times if the bus is in motion.

T______ F______

## SPAB - PRETEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | II | F |
| 2. | II | T |
| 3. | III | F |
| 4. | IV | T |
| 5. | IV | T |
| 6. | IV | F |
| 7. | V AND VI | T |
| 8. | V AND VI | F |
| 9. | V AND VI | F |
| 10. | V AND VI | T |
| 11. | V AND VI | F |
| 12. | V AND VI | T |
| 13. | V AND VI | T |
| 14. | IV | F |
| 15. | V AND VI | F |
| 16. | VIII | T |
| 17. | VIII | T |
| 18. | VIII | T |
| 19. | IX | T |
| 20. | IX | T |

## SUMMARY OF QUESTIONS PER UNIT - SPAB

| | |
|---|---|
| UNIT I | 0 |
| UNIT II | 2 |
| UNIT III | 1 |
| UNIT IV | 4 |
| UNIT V AND VI | 8 |
| UNIT VII | 0 |
| UNIT VIII | 3 |
| UNIT IX | 2 |
| UNIT X | 0 |
| UNIT XI | 0 |
| UNIT XII | 0 |

## TRANSIT BUS - PRETEST

1. A person under the age of 18 may drive a transit bus within the state of California.

   T______ F______

2. Smoking is permitted on a transit bus while transporting passengers.

   T______ F______

3. Excessive heat will shorten the life of an automatic transmission.

   T______ F______

4. The term "service brake" refers to that portion of the braking system that is used in normal operation to stop.

   T______ F______

5. Black ice is considered to be the most dangerous icy road condition.

   T______ F____

6. Crosswind has little, if any, effect on a 40-foot bus.

   T______ F______

7. Driving during twilight hours can create more potential hazards than at any other time of day.

   T______ F______

8. Maintaining the proper following distance is not important for a bus driver.

   T______ F______

9. The greatest number of bus accidents occur during turning maneuvers.

   T______ F______

10. A major cause of turning accidents is improper use of mirrors and lack of good judgment.

    T______ F______

11. When an emergency occurs, passengers will look to the driver for direction.

    T______ F______

12. The main reason for placing emergency reflectors is to warn other motorists and to direct traffic.

    T______ F______

13. Disciplinary problems on the bus can be an indirect cause of an accident.

T______ F______

14. All passengers must be seated at all times if the bus is in motion.

T______ F______

15. The emergency stopping system applies the brake on the steering and rear axles on all buses.

T______ F______

## TRANSIT BUS - PRETEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | II | F |
| 2. | III | F |
| 3. | IV | T |
| 4. | IV | T |
| 5. | VI AND VI | T |
| 6. | VI AND VI | F |
| 7. | V AND VI | T |
| 8. | V AND VI | F |
| 9. | V AND VI | T |
| 10. | V AND VI | T |
| 11. | VIII | T |
| 12. | VIII | T |
| 13. | IX | T |
| 14. | IX | F |
| 15. | IV | F |

## SUMMARY OF QUESTIONS PER UNIT - TRANSIT

| | |
|---|---|
| UNIT I | 0 |
| UNIT II | 1 |
| UNIT III | 1 |
| UNIT IV | 3 |
| UNIT V AND VI | 6 |
| UNIT VII | 0 |
| UNIT VIII | 2 |
| UNIT IX | 2 |
| UNIT XI | 0 |
| UNIT XII | 0 |

## FARM LABOR VEHICLE - PRETEST

1. The driver of a farm labor vehicle must be at least 21 years of age.

   T______ F______

2. A farm labor vehicle driver must pass a medical exam every four years.

   T______ F______

3. The Department of Motor Vehicles is responsible for issuing a farm labor vehicle driver's certificate.

   T______ F______

4. The farm labor vehicle driver must inspect each vehicle weekly to determine if it is in safe condition.

   T______ F______

5. A major cause of turning accidents is improper use of mirrors and lack of good judgment.

   T______ F______

6. You may transport hazardous materials in a farm labor vehicle.

   T______ F______

7. The driver of a farm labor vehicle powered by a gas engine may fuel the vehicle when passengers are aboard.

   T_____ F_______

8. It is permissible to operate a farm labor vehicle in neutral to save brakes and fuel while going down a grade.

   T______ F______

9. The emergency stopping system applies the brakes on the steering and rear axles on all farm labor vehicles and buses.

   T______ F______

10. All mirrors on a farm labor vehicle should be properly adjusted for the driver.

    T______ F______

11. The driver of a farm labor vehicle should maintain a safe following distance at all times.

    T______ F______

12. Driving during twilight hours is more hazardous than driving during daylight hours.

T______ F______

13. The CHP shall develop or approve courses for training farm labor vehicle drivers.

T______ F______

14. Having a good attitude has no effect on being a safe farm labor vehicle driver.

T______ F______

15. In the event of an accident, the driver's first responsibility is to the passengers.

T______ F______

## FARM LABOR VEHICLE - PRETEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | II | F |
| 2. | II | F |
| 3. | II | T |
| 4. | III | F |
| 5. | V AND VI | T |
| 6. | IV | F |
| 7. | IV | F |
| 8. | DRIVER HANDBOOK | F |
| 9. | IV | F |
| 10. | V AND VI | T |
| 11. | V AND VI | T |
| 12. | V AND VI | T |
| 13. | II | F |
| 14. | V AND VI | F |
| 15. | VIII | T |

## SUMMARY OF QUESTIONS PER UNIT

| | |
|---|---|
| UNIT I | 0 |
| UNIT II | 3 |
| UNIT III | 1 |
| UNIT IV | 4 |
| UNIT V AND VI | 4 |
| UNIT VII | 2 |
| UNIT VIII | 0 |
| DRIVER HANDBOOK | 1 |

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT II

## DRIVER'S LICENSE AND SPECIAL CERTIFICATE REQUIREMENTS

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## SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS (SCHOOL BUS)

LESSON PLAN OUTLINE

### TOPICS:

1. Special driver's certificate requirements
2. Conclusion
3. Pretest and test

### OBJECTIVES:

1. Explain requirements for an original applicant.
2. Explain requirements for a renewal applicant.
3. Explain requirements to maintain the special driver's certificate.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

Passenger Transportation Safety Handbook (82.7)

## SCHOOL BUS SUPPLEMENT

### NOTE TO THE INSTRUCTOR

THE MATERIAL IN THIS UNIT CONTAINS BASIC REQUIREMENTS FOR A SPECIAL DRIVER'S CERTIFICATE. THIS MATERIAL IS OF GREAT IMPORTANCE FOR THE TRAINEE IN ESTABLISHING A GOOD FOUNDATION FOR A CAREER IN THIS INDUSTRY.

IT IS THE INSTRUCTOR'S RESPONSIBILITY TO PRESENT THIS MATERIAL IN A MANNER WHICH WILL BE INTERESTING AND MEANINGFUL TO THE TRAINEE. FIRST OF ALL, THE INSTRUCTOR MUST HAVE A GOOD WORKING KNOWLEDGE AND UNDERSTANDING OF THE REQUIREMENTS, LAWS, AND REGULATIONS. SECONDLY, THE INSTRUCTOR MUST BE ABLE TO PRESENT THE MATERIAL SO THE TRAINEE HAS A GOOD UNDERSTANDING OF THE CORRECT MEANING AND INTENT OF THE BASIC REQUIREMENTS.

A TRAINEE'S UNDERSTANDING OF THE BASIC REQUIREMENTS IS NECESSARY AND WILL HELP HIM/HER TO BECOME A RESPECTED PROFESSIONAL IN THIS INDUSTRY.

### Laws and Regulations

USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN. WHEN REFERRING TO THE LAW BOOKS, "VC" STANDS FOR VEHICLE CODE AND "13 CCR" STANDS FOR CALIFORNIA CODE OF REGULATIONS, TITLE 13.

The following subjects pertain to certificate requirements:

| | |
|---|---|
| 12517 (a, b & c) VC | Qualifications of school bus drivers |
| 12522 VC | First-aid exam for school bus drivers |
| 12516 VC | Age for driving a school bus |

| REFERENCE | CONTENT |
|---|---|
| | Driver training: |
| 40070 EC | Approval |
| 40082 EC | School bus driver |
| 40085 EC | Certificate renewal |
| 13 ccr 1204 | Hijacking |
| 40087 EC | Documentation of training |
| 13 CCR 1205 | Medical requirements |
| 13 CCR 1206 | Fingerprints |
| 13 CCR 1207 | Issuance of driver's certificate: |
| | Testing |
| | Temporary certificate |
| | Permanent certificate |
| | Certificate restriction endorsement |
| 13 CCR 1208 | School bus driver's certificate actions: |
| | Mandatory |
| | Discretionary |
| | Cancellations |
| | Reapplication |
| 13 CCR 1210 | Convictions |
| 13 CCR 1211 | Denial, suspension, or revocation hearings |
| | Driver certification process: |
| | Test location |
| | Retesting |
| | Original applicants |
| | Renewal applicants |
| | Canceled applicants |

## SCHOOL BUS - PRETEST AND UNIT TEST

1. A driver of a school bus must have in his/her immediate possession a valid driver's license of the appropriate class, a valid medical certificate, and a valid certificate to operate a school bus before being allowed to transport pupils on a school bus.

   T______F______

2. An original applicant to drive a school bus must successfully complete a minimum 40-hour training course approved by the Department of Education.

   T______F______

3. Applicants seeking to renew a certificate to drive a school bus must successfully complete 10 hours of training during each 12 months of certificate validity.

   T______F______

4. If an applicant fails to successfully complete the required training during any 12-month training period of certificate validity, DMV may cancel the certificate.

   T______F______

5. All required training must be documented on a State Department of Education Form T-01.

   T______F______

6. A properly documented and signed T-01 certifies the applicant is competent to drive a school bus.

   T______F______

7. An original applicant to drive a school bus does not always have to be fingerprinted.

   T______F______

8. DMV may deny, suspend, or revoke a school bus driver's certificate if the applicant has knowingly made a false statement on the application.

   T______F______

9. It is legal to drive a bus with a standard transmission when the school bus certificate is restricted to driving a bus equipped with an automatic transmission.

   T______F______

10. An original applicant to drive a school bus is not required to be trained in the procedures to be followed in the event of a hijacking or kidnapping.

    T______F______

## SCHOOL BUS - TEST KEY

1. T
2. T
3. T
4. T
5. T
6. T
7. F
8. T
9. F
10. F

| REFERENCE | CONTENT |
|---|---|

## SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS (SPAB)

LESSON PLAN OUTLINE

### TOPICS:

1. Special driver certificate requirements
2. Conclusion
3. Pretest and test

### OBJECTIVES:

1. Explain requirements for an original applicant.
2. Explain requirements for a renewal applicant.
3. Explain requirements to maintain the special driver's certificate.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

Passenger Transportation Safety Handbook (82.7)

____________________

____________________

____________________

____________________

| REFERENCE | CONTENT |
|---|---|
| | **SPAB SUPPLEMENT** |
| | **NOTE TO THE INSTRUCTOR** |
| | **USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN. "VC" STANDS FOR VEHICLE CODE AND "13 CCR" STANDS FOR CALIFORNIA CODE OF REGULATIONS, TITLE 13. THE FOLLOWING SUBJECTS PERTAIN TO CERTIFICATE REQUIREMENTS.** |
| 12517 VC | Qualifications of SPAB drivers |
| 12515 VC | Driving for hire: |
| | Age limit |
| | Driver training: |
| 40081 EC | Approval |
| 40083 EC | SPAB driver |
| 40085 EC | Certificate renewal |
| 13 CCR 1204 | Hijacking |
| 40087 EC | Documentation of training |
| 13 CCR 1205(a) | Medical requirements |
| 13 CCR 1206 | Fingerprints |
| 13 CCR 1207 | Issuance of driver's certificate |
| 13 CCR 1208 | SPAB driver's certificate actions |
| 13 CCR 1210 | Convictions |
| 13 CCR 1211 | Denial, suspension, or revocation hearings |

| REFERENCE | CONTENT |
|---|---|
| | Driver certification process:<br>Test location<br>Retesting<br>Original applicants |

## SPAB - PRETEST AND UNIT TEST

1. A driver can operate a SPAB without having in his/her immedicate possession a special certificate to operate such a vehicle.

   T______F______

2. An original applicant for a SPAB certificate must have successfully completed a 35-hour course in all units of the Instructor's Manual for California's Bus Driver's Training Course.

   T______F______

3. An original applicant can waive the behind-the-wheel training if he or she has driving experience totaling 6 months with his/her present carrier.

   T______F______

4. All courses of instruction required for SPAB operators must be approved by the Department of Education.

   T______F______

5. Applicants seeking to renew a SPAB certificate must, in the last training period, successfully complete 10 hours of classroom instruction.

   T______F______

6. All original applicants for a SPAB certificate must submit a fingerprint card to CHP.

   T______F______

7. It is permissible for a SPAB driver to drive a bus equipped with a standard transmission, in an emergency, when the driver's certificate is restricted to automatic transmissions only.

   T______F______

8. DMV shall deny or revoke a SPAB certificate if the holder has been convicted for driving under the influence of alcohol within the three years preceding the application.

   T______F______

9. DMV may cancel a SPAB certificate if the applicant or driver has not met the prescribed training requirements.

   T______F______

10. A SPAB driver must have in his/her immediate possession a valid medical card dated within the past two years.

    T______F______

**SPAB - TEST KEY**

1. F
2. T
3. F
4. T
5. T
6. T
7. F
8. T
9. T
10. T

## SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS (TRANSIT BUS)

LESSON PLAN OUTLINE

### TOPICS:

1. Training requirements
2. Commercial certification requirements

### OBJECTIVES:

1. Explain requirements for an original applicant.
2. Explain requirements for a renewal applicant.
3. Explain requirements to obtain and retain the commercial driver's license.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

The latest edition of the California Commercial Driver Handbook

**REFERENCE** | **CONTENT**

TRANSIT BUS SUPPLEMENT

NOTE TO THE INSTRUCTOR

**EC STANDS FOR EDUCATION CODE, VC STANDS FOR VEHICLE CODE. THE FOLLOWING SUBJECTS CAN BE FOUND IN THE CALIFORNIA EDUCATION CODE, THE VEHICLE CODE OR THE CALIFORNIA COMMERCIAL DRIVER HANDBOOK**

Qualifications for Transit Bus Operators:

12804.6(a) VC No person shall operate a transit bus transporting passengers unless that person has received from the DMV a certificate to operate a transit bus or is certified to drive a school bus or school pupil activity bus pursuant to Section 12517 of the Vehicle Code.

(b) All transit bus drivers shall comply with standards established in Section 40083 of the Education Code by July 1, 1994. The Department of Motor Vehicles shall establish an implementation program for transit bus drivers to meet these requirements.

(c) Implementation procedures for the issuance of transit bus drivers' certificates may be established by the Department of Motor Vehicles as necessary to implement an orderly transit bus driver training program.

(d) The DMV shall issue a transit bus driver certificate to any person who provides either of the following:

(1) Proof that the person has complied with Section 40083 of the Education Code.

(2) Proof that the person is employed as a driver by a transit district and proof that he or she has complied with Section 40085.5 of the Education Code.

(e) The DMV may charge a fee to an applicant for a certificate under this section.

| REFERENCE | CONTENT |
|---|---|
| | (f) The DMV shall issue to the employer a copy of the certificate of each person issued pursuant to this section. This certificate shall be kept with, and shall become part of, the person's employee records for the purpose of inspection pursuant to Sections 1808.1 and 34501 of the Vehicle Code. It shall be unlawful for the employer to permit a person to drive a transit bus who does not have a valid certificate in his or her employee records. |
| | Driver Training |
| 40081(a) EC | The Department of Education shall develop or approve courses for training transit bus drivers that will provide them the skills and knowledge necessary to prepare them for certification pursuant to Section 12804.6 of the Vehicle Code. |
| 40081(c) EC | All courses of study and training activities shall be approved by the Department of Education and given by, or in the presence of, a certified instructor in possession of a valid school pupil activity bus (SPAB), transit bus, or school bus driver instructor certificate of the appropriate class. |
| 40081(d) EC | As an alternative, instructors who have received a certificate from the Transportation Safety Institute of the United States Department of Transportation indicating that they have completed the Mass Transit Instructor Orientation and Training (Train-the-Trainer) course may train transit bus drivers in order to meet the requirements for endorsement pursuant to Section 12804.6 of the Vehicle Code. |
| | Original Training |
| 40083 EC | An original applicant for a certificate to drive any bus defined by Section 546 or 642 of the Vehicle Code shall have successfully completed a minimum 35-hour course of instruction. The course shall include at least 15 hours of classroom instruction, including, but not limited to, all units of the Instructor's Manual for California's Bus Driver's Training Course or other classroom curricula which the Department has certified meets or exceeds the standards in this |

curricula. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class, except that an instructor who has received a certificate as described in subdivision (d) of Section 40081 of the Education Code may provide the training for an original applicant for a certificate to drive a bus defined by Section 642 of the Vehicle Code. The course shall also include at least 20 hours of applicant behind-the-wheel training in all sections of the Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course or at least 20 hours of other behind-the-wheel training or driving experience which the Department has certified meets or exceeds the standards of its training course. All behind-the-wheel training for a certificate to drive a bus defined by Section 642 of the Vehicle Code shall be given by a state-certified instructor of the appropriate class or the delegated behind-the-wheel trainer as designated pursuant to Section 40084.5 of the Education Code or the delegated behind-the-wheel trainer as designated by the instructor certified pursuant to subdivision (d) of Section 40081 of the Education Code.

### Renewal Training

40085.5 EC

Applicants seeking to renew a certificate to drive a transit bus as defined in Section 642 of the Vehicle Code shall have successfully completed at least eight hours of original or renewal classroom instruction, or behind-the-wheel or in-service training during each 12-months of certificate validity. In-service training credit may be given by a state-certified instructor of the appropriate class, or an instructor certified pursuant to subdivision (d) of Section 40081 of the Education Code, to an applicant for attending or participating in driver safety conferences and other activities directly related to passenger safety and driver training. During the last 12 months of certificate validity, the eight hours required shall consist of classroom instruction covering, but not limited to, current laws and regulations, defensive driving, accident prevention, emergency procedures, and passenger loading and unloading. Failure to successfully complete the required training during any 12-month period of certificate validity is cause for

| REFERENCE | CONTENT |
|---|---|
| | the Department of Motor Vehicles to cancel the bus driver certificate. All training required by Section 40089 of the Education Code may be accepted in lieu of the requirements of this section. |
| 40087(a) EC | Except as provided below, driver training required by this article shall be properly documented on the State Department of Education Training Certificate T-01, and signed by a state-certified school pupil activity bus (SPAB), transit bus, or school bus driver instructor of the appropriate class, and by the driver or applicant. The signatures certify that the instruction was given to, and received by, the applicant or driver and that the applicant or driver displayed a level of competency necessary to drive the vehicle in a safe and competent manner. The applicant or driver shall present the completed State Department of Education Training Certificate T-01 to the examining state agency when applying for a certificate, or for renewal of a certificate. |
| 40087(b) EC<br>40081(d) EC | Driver training provided by a DOT certified instructor shall be documented on a form developed by the Department of Motor Vehicles. The form shall be signed by the instructor and by the applicant or driver. The signatures certify that the instruction was given to, and received by, the applicant or driver and that the applicant or driver displayed a level of competency necessary to drive the vehicle in a safe and competent manner. The applicant or driver shall present the completed form to the Department of Motor Vehicles when applying for an original or renewal certificate. |
| 1808.1(a) VC | The prospective employer of a driver who drives a vehicle requiring a class A or class B driver's license, or a transit bus certificate shall obtain a report showing the driver's current public record as recorded by the DMV. |
| 1808.1(b)(1) VC | The employer of a driver who drives a vehicle requiring a class A or class B driver's license, or a transit bus certificate shall make a request to the DMV to participate in a pull notice system, which is a process |

for the purpose of providing the employer with a report showing the driver's current public record as recorded by the DMV and any subsequent convictions, failures to appear, accidents, driver's license suspensions, driver's license revocations, or any other actions taken against the driving privilege or certificate, added to the driver's record while the employer's notification request remains valid and uncanceled.

**NOTE TO THE INSTRUCTOR**

**USE THE CALIFORNIA COMMERCIAL DRIVER HANDBOOK (CCDH) AS THE LESSON PLAN.**

The table listed below indicates the recommended course of action for original applicants relative to their driver's license status at the beginning of training.

| Current License Class | Expiration Date | Recommended Action |
|---|---|---|
| A or B | | Begin training |
| C | | Obtain Class A or B prior to training/testing |
| 1, 2, or 3 | More than 6 months from start of training | Begin training and obtain Class B at renewal. (Prior to expiration) |
| 1, 2, or 3 | Less than 6 months from start of training | Renew now and obtain Class B instruction permit. |

| REFERENCE | CONTENT |
|---|---|
| SECTION ONE:<br>(CCDH) | **COMMERCIAL DRIVER LICENSE (CDL) PROGRAM, QUALIFICATIONS AND SANCTIONS:**<br>o Legal age<br>o Driver record background check<br>o Special certificate<br>o Insurance requirements<br>o Certificate of driving experience or training<br>o Officer's inspection<br>o Sanctions against a commercial driver |
| SECTION TWO:<br>(CCDH) | COMMERCIAL DRIVER LICENSE (CDL) TESTS<br>o Knowledge tests<br>o Performance tests |
|  | NOTE TO THE INSTRUCTOR<br>**THE SEQUENCE OF INSTRUCTION IN THE COMMERCIAL DRIVER HANDBOOK WAS DESIGNED FOR TRUCKS NOT BUSES. SECTION SEVEN HAS BEEN SUBSTITUTED FOR SECTION THREE TO MAINTAIN CONTINUITY OF INSTRUCTION.** |
| SECTION SEVEN:<br>(CCDH) | TRANSPORTING PASSENGERS (PASSENGER ENDORSEMENT REQUIRED)<br>o Pre-trip vehicle inspection<br>o What to look for<br>o Tire problems<br>o Wheel and rim problems<br>o Suspension system defects<br>o Exhaust system defects<br>o Inspection method<br>o Approaching the vehicle<br>o Review the last vehicle inspection report<br>o Engine compartment check<br>o Start engine<br>o Gauges |

| REFERENCE | CONTENT |
|---|---|
|  | o Condition of controls<br>o Mirrors and windshield<br>o Emergency equipment<br>o Lights<br>o Walk-around inspection<br>o General<br>o Left front side<br>o Front<br>o Right side<br>o Right rear<br>o Rear |
| SECTION FOUR:<br>(CCDH) | BASIC CONTROL OF YOUR VEHICLE<br>o Shifting gears<br>o Braking/controlling speed<br>o Seeing<br>o Communicating<br>o Managing space<br>o Driving at night<br>o Driving in winter weather<br>o Driving in very hot weather<br>o Mountain driving<br>o Seeing hazards<br>o Emergencies<br>o Skid control and recovery<br>o Accident procedures<br>o Staying alert and fit to drive<br>o Hazardous materials rules for all commercial drivers |
| SECTION FIVE:<br>(CCDH) | SIZE AND WEIGHT OF VEHICLES AND LOADS<br>o Width of vehicle and loads<br>o Height of vehicles<br>o Length of vehicles<br>o Length of loads<br>o Axle weight limits |

| REFERENCE | CONTENT |
|---|---|
| | o Single axle weight limit |
| SECTION EIGHT: | **AIR BRAKES** |
| (CCDH) | Parts of The Air Brake System |
| | o Air compressor |
| | o Air compressor governor |
| | o Air storage tanks |
| | o Air tank drains |
| | o Alcohol evaporator |
| | o Safety valve |
| | o The brake pedal |
| | |
| | Foundation Brakes |
| | o Brake drums, shoes, and linings |
| | o S-cam brakes |
| | o Wedge brakes |
| | o Disc brakes |
| | o One-way check valves |
| | o Air supply pressure gauges |
| | o Low air pressure gauge |
| | o Front brake limiting valve |
| | o Spring brakes |
| | o Power brake controls |
| | |
| | Dual Air Brake System: |
| | o Left side |
| | o Check lights |
| | |
| | Brake System: |
| | Prepare to stop |
| | Test for hydraulic leaks |
| | Test parking brake |
| | Test service brake |

Loading and Trip Start:

On the road
Passenger supervision while driving
Stop at railroad crossings
Stop at drawbridges

After-trip Vehicle Inspection:

Fueling restrictions
Prohibits restrictions
Use of brake - door interlocks

Inspecting the Air Brake System:

Engine compartment check
Walk-around inspection
Final air brake check

Using Air Brakes:

Normal stops
Emergency stops
Controlled braking
Stab braking
Stopping distance
Braking on down-grades
Brake fade
Low air pressure warning
Parking brakes
Drain air tanks

NOTE TO THE INSTRUCTOR

**ALL TRAINING HOURS DEVOTED TO INSTRUCTION OF THE COMMERCIAL DRIVER'S LICENSE PROGRAM CAN BE CREDITED AS ORIGINAL CLASSROOM INSTRUCTION FOR TRANSIT BUS ONLY.**

## TRANSIT BUS - PRETEST AND UNIT TEST

1. Buses and coaches operated by common carriers for hire in urban or suburban service and not under the jurisdiction of the PUC may be wider than 102 inches.

   T______F______

2. A transit driver must have in his/her possession a valid medical card dated within the past four years.

   T______F______

3. DMV may cancel a transit certificate if the applicant or driver has not met the prescribed training requirements.

   T______F______

4. A "transit bus" is any bus owned or operated by a publicly owned or operated transit system to provide scheduled transportation for which a fare is charged.

   T______F______

5. Buses designed to allow standing passengers must have a standee line to show riders where they cannot stand; and the riders must stand behind the line.

   T______F______

6. If an applicant does not pass the pre-trip test, it will result in an automatic failure and the test will not be continued.

   T______F______

7. Failure of any skill test will not terminate the driving test.

   T______F______

8. Buses should stop no closer than 15 feet from a railroad track and no further than 50 feet away before crossing the track. You must not change gears while crossing the track.

   T______F______

9. Do not use the interlock system in place of the parking brake when safety requires use of the parking brake.

   T______F______

10. You must stop at drawbridges that do not have a signal light or traffic control attendant. Stop at least 50 feet before the draw of the bridge.

    T______F______

11. Hazardous materials may be transported on a bus, provided they are in small quantities and properly labeled.

T______F______

12. The low air pressure warning device is activated when the air pressure is between 75 and 55 psi.

T______F______

13. The emergency brake system uses parts of the service and parking brake systems to stop the vehicle in the event of a brake system failure.

T______F______

14. Two things may be spilled on the highway from commercial vehicles. They are clear water and feathers from live birds.

T______F______

15. If the driver's seat has a seat belt, the driver may use it at his or her discretion.

T______F______

16. A truck tractor and a trailer coupled together shall not exceed a total length of 75 feet.

T______F______

17. Drivers (other than school bus and SPAB drivers) in urban or suburban service may exceed their regulated hours in order to reach a regularly established relief point, providing the additional time used does not exceed one hour.

T______F______

18. Hanging meat (suspended beef, pork, or lamb) can be a very unstable load that can present special handling problems for the driver.

T______F______

## TRANSIT BUS - TEST KEY

1. T
2. F
3. T
4. T
5. T
6. T
7. F
8. T
9. T
10. T
11. T
12. T
13. T
14. T
15. F
16. F
17. T
18. T

## SPECIAL DRIVER'S CERTIFICATE REQUIREMENTS (FARM LABOR VEHICLE)

LESSON PLAN OUTLINE

### TOPICS:

1. Special driver's certificate requirements

### OBJECTIVES:

1. Explain requirements for an original applicant.
2. Explain requirements for a renewal applicant.
3. Explain necessary process to obtain a special certificate.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

Passenger Transportation Safety Handbook (82.7)

## FARM LABOR VEHICLE SUPPLEMENT

### NOTE TO THE INSTRUCTOR

**USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK AS YOUR LESSON PLAN. "VC" STANDS FOR VEHICLE CODE AND "13 CCR" STANDS FOR CALIFORNIA CODE OF REGULATIONS, TITLE 13. THE FOLLOWING SUBJECTS PERTAIN TO LICENSE AND CERTIFICATE REQUIREMENTS.**

| REFERENCE | CONTENT |
|---|---|
| 12519 VC | Farm labor vehicle operator's license |
| 12515 VC | Driving for hire:<br>Age limit |
| 12520 VC | Grounds for refusing issuance of farm labor vehicle driver's certificate |
| 12520.5 VC | Revocation of farm labor vehicle driver's certificate |
| 13 CCR 1204 | Driver training:<br>Farm labor vehicle driver<br>Certificate renewal<br>Documentation of training |
| 13 CCR 1205(a) | Medical requirements |
| 13 CCR 1207 | Issuance of driver's certificate |
| | Driver certification process |

## FARM LABOR VEHICLE - PRETEST AND UNIT TEST

1. To obtain a certificate to drive a farm labor bus, the applicant must present evidence that he/she successfully completed the Department of Education's training course.

   T______F______

2. No person under the age of 18 can be hired as a driver for compensation.

   T______F______

3. The DMV shall deny issuance of a farm labor vehicle driver's certificate if the applicant is incapable of safely operating a motor vehicle because of excessive use of alcohol.

   T______F______

4. An applicant for a farm labor certificate must successfully complete 10 hours of behind-the-wheel training.

   T______F______

5. Applicants seeking to renew a farm labor vehicle driver's certificate must successfully complete 2 hours of classroom training for each 12 months of certificate validity.

   T______F______

6. A farm labor vehicle driver must have in his or her immediate possession a valid medical card dated within the last two years.

   T______F______

## FARM LABOR VEHICLE - TEST KEY

1. T
2. T
3. T
4. T
5. T
6. T

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT III

## BUS OPERATION, BUS USE
## BUS LAWS AND REGULATIONS

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## SCHOOL BUS SUPPLEMENT

## LESSON PLAN OUTLINE

### TOPICS:

1. Types of buses
2. Bus use and operation requirements
3. Conclusion
4. Tests

### OBJECTIVES:

1. Explain and define the types of buses.
2. Explain the operational use of buses.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

Vehicle Code Book
Passenger Transportation Safety Handbook (82.7)

**REFERENCE** | **CONTENT**

## SCHOOL BUS SUPPLEMENT

### TYPES OF BUSES

School buses are unique. Their function, design, equipment, and requirements stand apart from other forms of people transportation. Buses are defined as follows:

13 CCR 1201

| | |
|---|---|
| Type I: | Designed to carry more than 16 passengers and the driver. |
| Type II: | Designed for carrying not more than 16 passengers and the driver; or manufactured on or after April 1, 1977, having a manufacturer's gross vehicle weight rating of 10,000 pounds or less, and designed for carrying not more than 20 passengers and the driver. |
| Wheelchair Bus: | Any bus, either Type I or Type II, that has been designed or modified to transport pupils confined to wheelchairs. |

642 VC

A "transit bus" is any bus owned or operated by a publicly owned or operated transit system, or operated under contract with a publicly owned or operated transit system, and used to provide to the general public, regularly scheduled transportation for which a fare is charged. A general public paratransit vehicle is not a transit bus.

Let's discuss Type I buses in more detail. Type I buses come in two basic styles: A conventional and a coach or transit style.

Conventionals:

**EXPLAIN AND DIAGRAM.**

Most conventionals are constructed in two stages -- the chassis and the body. Usually, the chassis is made by a truck manufacturer and then shipped to a body manufacturer where the body is attached to the chassis. All conventional buses have the engine mounted in the front. Conventional buses may seat up to 72 passengers.

| REFERENCE | CONTENT |
|---|---|

Coach or Transit:

**EXPLAIN AND DIAGRAM.**

These are larger capacity buses. They come in two- and three-axle styles. Some manufacturers use the two-stage (chassis and body) construction design, and other manufacturers use an integral construction design. An integral design means the chassis and body are built as a single unit from the ground up. The engine can be installed in one of three locations -- the front, known as a "forward control"; the center, known as "midship"; and the rear, known as a "pusher." The longest coach is 40 feet in length. Coach or transit buses may seat up to 97 passengers.

**EXPLAIN.**

The Type II buses are much smaller in size and are mostly used in the field of special education transportation. These buses may be designed to accommodate wheelchairs as well as other passive restraint systems, such as car seats and harnesses. The Type II bus is an integral part of pupil transportation.

NOTE TO THE INSTRUCTOR

**YOU ARE READY NOW TO GUIDE YOUR TRAINEES THROUGH BASIC LAWS AND REGULATIONS. A THOROUGH UNDERSTANDING BY THE APPLICANT IS THE FOUNDATION ON WHICH THE SAFETY OF THE PUPILS RELIES. AS AN INSTRUCTOR YOU SHOULD NOT TAKE THIS SECTION LIGHTLY BUT DO ALL YOU CAN TO MAKE THIS INFORMATION INTERESTING AND CLEAR.**

**USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN. WHEN REFERRING TO THE LAW BOOKS, "VC" STANDS FOR VEHICLE CODE AND "13 CCR" STANDS FOR CALIFORNIA CODE OF REGULATIONS, TITLE 13.**

| REFERENCE | CONTENT |
|---|---|
| | Laws and Regulations |
| | **COVER THE FOLLOWING SUBJECTS:** |
| 2804 VC | Inspection by patrol members |
| 2807 VC | School bus inspections |
| 2808 VC | Private school bus requirements |
| 14606(a) VC | Employment of person to drive motor vehicle |
| 24004 VC | Unlawful operation after notice by officer |
| 13 CCR 1212 | Hours of duty<br>Buses<br>School buses |
| | Exceptions<br>Adverse conditions<br>Emergencies<br>Fire fighters<br>Examples in HPH 82.7 |
| 13 CCR 1213.1 | Placing drivers out-of-service |
| 13 CCR 1214 | Driver condition |
| 13 CCR 1215 | Vehicle condition<br>Daily inspection<br>Daily report<br>Repairs |
| 13 CCR 1216 | Transportation of property:<br>Hazardous materials<br>Fuel |

| REFERENCE | CONTENT |
|---|---|
| | General property |
| | Animals |
| 13 CCR 1217 | Transportation of Passengers: |
| | Seating capacity |
| | Weight |
| | Step wells |
| | Seat beside driver |
| | Standing passengers |
| | Open doors |
| | Interior lighting |
| | Ejection of pupils |
| | Exemptions (standing passengers) |
| 13 CCR 1218 | Fueling restrictions |
| | Additional Requirements |
| 13 CCR 1219 | School bus accident |
| 13 CCR 1220 | Discontinuance from use |
| 13 CCR 1221 | Alcoholic beverages |
| 13 CCR 1222 | Smoking |
| 13 CCR 1223 | Driver's vision |
| 13 CCR 1224 | Seat belt use |
| 13 CCR 1225 | Headlamps |
| 13 CCR 1226 | Leaving driver's compartment |

| REFERENCE | CONTENT |
|---|---|
| | Carrier Requirements |
| 40001 VC | Owner's responsibility |
| 13 CCR 1229 | Driving proficiency |
| 13 CCR 1230 | Unlawful operation:<br>Out-of-service vehicles<br>Damaged vehicles |
| 13 CCR 1231 | Vehicle inspection approval certificate:<br>Display of certificate<br>Issuance of certificate |
| 13 CCR 1232 | Vehicle inspection and maintenance:<br>Periodic preventive maintenance inspection<br>Oil or grease accumulations<br>Cleanliness of buses |
| 13 CCR 1234 | Required records for motor carriers:<br>Driver's authorized vehicles<br>Driver's records<br>Daily vehicle inspection reports<br>School bus accident reporting |
| 13 CCR 1235 | Towing other vehicles |
| 13 CCR 1236 | Reporting driver status:<br>Dismissal<br>Employment or training status |
| 5 CCR 14103 | Authority of driver |

## SCHOOL BUS - PRETEST AND UNIT TEST

1. A driver can drive 11 hours providing he or she does not go beyond a total of 16 hours on duty.

   T______F______

2. It is unlawful for a driver to drive a defective bus even though the supervisor has directed him/her to do so.

   T______F______

3. It is permissible for a mechanic to do the daily inspection for a driver who is late to work.

   T______F______

4. On a field trip, it is permissible to put soft sleeping bags in front of the rear emergency exits.

   T______F______

5. A driver can leave the driver's compartment to handle a pupil problem without shutting the engine off, as long as the brakes are set.

   T______F______

6. It is unlawful for a person in a supervisory position of an operation to direct a driver to operate a defective vehicle.

   T______F______

7. A driver need not demonstrate driving proficiency when changing vehicle size.

   T______ F______

8. A substitute driver may transport wheelchair students without first demonstrating the correct wheelchair tie-down procedures.

   T______F______

9. Motor carriers shall maintain a record of the different types of vehicles each driver is capable of driving.

   T______F______

10. Motor carriers must report to the DMV a driver who has been dismissed for cause relating to pupil transportation safety within five days of the dismissal date.

    T______F______

## SCHOOL BUS - TEST KEY

| | |
|---|---|
| 1. | F |
| 2. | T |
| 3. | F |
| 4. | F |
| 5. | F |
| 6. | T |
| 7. | F |
| 8. | F |
| 9. | T |
| 10. | T |

## SPAB SUPPLEMENT

## LESSON PLAN OUTLINE

### TOPICS:

1. Types of buses
2. Bus use and operation requirements
3. Conclusion
4. Test

### OBJECTIVES:

1. Explain and define the types of buses.
2. Explain the operational use of buses.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

Passenger Transportation Safety Handbook (82.7)

| **REFERENCE** | **CONTENT** |
|---|---|
| | **SPAB SUPPLEMENT** |
| | **NOTE TO THE INSTRUCTOR** |
| | **USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN. "VC" STANDS FOR VEHICLE CODE AND "13 CCR" STANDS FOR CALIFORNIA CODE OF REGULATIONS, TITLE 13. COVER THE FOLLOWING SUBJECTS:** |
| | General Provisions |
| 2804 VC | Inspection by patrol members |
| 2807.1 VC | Inspection of SPAB |
| 2807.2 VC | Preventive maintenance inspection |
| 14606 VC | Employment of person to drive motor vehicle |
| 24004 VC | Unlawful operation after notice by officer |
| 13 CCR 1212 | Hours of duty |
| 13 CCR 1213.1 | Placing drivers out-of-service |
| 13 CCR 1214 | Driver condition |
| 13 CCR 1215 | Vehicle condition:<br>Daily inspection<br>Daily report<br>Repairs |

| REFERENCE | CONTENT |
|---|---|
| 13 CCR 1216 | Transportation of property: |
| | Hazardous materials |
| | Fuel |
| | General property |
| | Animals |
| | Wheelchairs |
| 13 CCR 1217 | Transportation of passengers: |
| | Seating capacity |
| | Weight |
| | Step wells |
| | Standing passengers |
| | Open doors |
| | Interior lighting |
| | Ejection of pupils |
| | Exemptions (Standing passengers) |
| 13 CCR 1218 | Fueling restrictions |
| | Additional Requirements |
| 22452 VC | Railroad crossings |
| 13 CCR 1220 | Discontinuance from use |
| 13 CCR 1221 | Alcoholic beverages |
| 13 CCR 1222 | Smoking |
| 13 CCR 1223 | Driver's vision |
| 13 CCR 1224 | Seat belt use |

| REFERENCE | CONTENT |
|---|---|
| | Carrier Requirements |
| 40001 VC | Owner's responsibility |
| 13 CCR 1229 | Driving proficiency |
| 13 CCR 1230 | Unlawful operation |
| 13 CCR 1231 | Vehicle inspection approval certificate:<br>Display of certificate<br>Issuance of certificate |
| 13 CCR 1232 | Vehicle inspection and maintenance |
| 13 CCR 1233 | Safety compliance ratings |
| 13 CCR 1234 | Required records for motor carriers |
| 13 CCR 1235 | Towing other vehicles |
| 13 CCR 1236 | Reporting driver status |
| 13 CCR 1237 | Reporting of accidents |
| 13 CCR 1238 | School bus stops:<br>Designated stops |
| 5 CCR 14103 | Authority of driver |

## SPAB - PRETEST AND UNIT TEST

1. California Highway Patrol officers may require a driver to stop and submit to a vehicle inspection if they believe the vehicle is in violation of the Vehicle Code.

T______F______

2. A school pupil activity bus (SPAB) may be operated without a current inspection approval certificate displayed in the vehicle.

T______F______

3. It is legal to be on duty for 18 hours if the driver has driven only 8 hours of the total 18 hours.

T______F______

4. A driver can be placed out-of-service at the time and place of finding that the driver has been on duty more than 16 hours.

T______F______

5. It is legal for a driver to drive a vehicle that is not in safe operating condition as long as the driver made a report stating such.

T______F______

6. A SPAB driver shall inspect each vehicle daily prior to operation.

T______F______

7. Pupils may not stand or walk in the aisle of a SPAB while it is in motion.

T______F______

8. Smoking is prohibited on a SPAB when pupils are on board.

T______F______

9. A driver must demonstrate proficiency on a vehicle of different size before driving such vehicles on a highway unsupervised.

T______F______

10. No motor carrier shall knowingly require or permit the operation of any vehicle that is not in safe operating condition.

T______F______

**SPAB - TEST KEY**

1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. T
9. T
10. T

**REFERENCE** | **CONTENT**

## TRANSIT BUS SUPPLEMENT

LESSON PLAN OUTLINE

### TOPICS:

1. Types of buses
2. Bus use and operation requirements
3. Commercial drivers' standards and practices
4. Test

### OBJECTIVES:

1. Explain and define the types of buses.
2. Explain the operational use of buses.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

______________________

______________________

______________________

______________________

## TRANSIT BUS SUPPLEMENT

### NOTE TO THE INSTRUCTOR

**REFERENCE DOCUMENTS FOR THIS LESSON INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING: PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7), CALIFORNIA COMMERCIAL DRIVERS HANDOOK, CODE OF FEDERAL REGULATIONS, TITLE 49.**

### TYPES OF BUSES

Transit vehicles are available in a wide variety of shapes and sizes. They are designed for a number of uses, such as city, intercity, commuters, hotel/motel, airport, senior citizens, and numerous other applications.

The passenger capacities can run from 15 passengers and the driver to over 100 passengers on the articulated coaches.

In general, these buses can be placed in one of three categories:

| | |
|---|---|
| Light duty: | Used frequently on airport, motel or van commuter programs. The engine is in the front and the chassis and body are manufactured separately. |
| Medium duty: | These vehicles have a greater passenger capacity but are very maneuverable in confined areas. The engine is mounted in the front, and the chassis and body are manufactured separately. |
| Heavy duty: | These vehicles, in some cases, have the chassis and body manufactured by one firm. They are 30, 35, or 40 feet in length. They are used primarily as city transit coaches. They are diesel powered, and the engine is mounted in the rear. |

| REFERENCE | CONTENT |
|---|---|
| | Wheelchair bus: Any of the above designations could be modified to be classified as a wheelchair bus. There are several types of wheelchair lifts available, and they can be adapted to front-door or side-door entry. |
| | Laws and Regulations |
| 2804 VC | Inspection by patrol members |
| 14606(a) VC | Employment of a person to drive a motor vehicle |
| 24004 VC | Unlawful operation after notice by an officer |
| 13 CCR 1212 | Hours on duty |
| 13 CCR 1214 | Driver condition |
| 13 CCR 1215 | Vehicle condition |
| 13 CCR 1216 | Transportation of property |
| 13 CCR 1217 | Transportation of passengers |
| 13 CCR 1218 | Fueling restrictions |
| 13 CCR 1229 | Driving proficiency |
| 13 CCR 1230 | Unlawful operation |
| 13 CCR 1232(a) | Vehicle inspection and maintenance |
| 13 CCR 1234 | Required records for motor carriers |
| 13 CCR 1267 | Bus entrances and exits |

| REFERENCE | CONTENT |
|---|---|
| 22452 VC | Railroad crossings |
| 40000.1 VC | Infractions |
| 49 CFR 383 | Commercial driver's license standards: Requirements and penalties |
| 49 CFR 383.1 | Purpose and scope |
| 49 CFR 383.3 | Applicability |
| 49 CFR 383.5 | Definitions |
| 49 CFR 383.7 | Waiver provisions |
| 49 CFR 383.21 | Single license requirement |
| 49 CFR 383.31 | Notification requirements and employer responsibilities |
| 49 CFR 383.33 | Notification of driver's license suspension |
| 49 CFR 383.35 | Notification of previous employment |
| 49 CFR 383.51 | Federal disqualifications and penalties |
| 49 CFR 383.53 | Penalties |

## TRANSIT BUS - PRETEST AND UNIT TEST

1. California Highway Patrol officers have no authority to stop a bus en route even though it may appear to be in an unsafe condition.

   T______F______

2. If a bus is not equipped as required by code, it may be driven until the required equipment is installed.

   T______F______

3. Stops at railroad crossings will be made no closer than 15 feet from the nearest rail and no further than 50 feet from the nearest rail.

   T______F______

4. Door and step areas shall be kept clear at all times to permit safe entrance and exit of passengers.

   T______F______

5. If a wheelchair is to be transported on a bus, it shall be equipped with brakes capable of holding it stationary during raising and lowering of a wheelchair platform.

   T______F______

6. A driver may operate a bus even though he or she may be fatigued or ill.

   T______F______

7. Prior to operation a driver shall inspect each vehicle daily to ensure that it is in safe condition and equipped as required by law.

   T______F______

8. Motor carriers shall require each driver to demonstrate that the driver is capable of safely operating each different type of vehicle on a highway unsupervised.

   T______F______

9. No motor carrier shall knowingly permit the operation of any vehicle that is not in safe operating condition or equipped as required by law.

   T______F______

10. Motor carriers shall require drivers to submit a documented daily vehicle inspection report as required by CCR 1215(b).

   T______F______

## TRANSIT BUS - TEST KEY

1. F
2. F
3. T
4. T
5. T
6. F
7. T
8. T
9. T
10. T

**REFERENCE** | **CONTENT**

**FARM LABOR VEHICLE SUPPLEMENT**

LESSON PLAN OUTLINE

**TOPIC:**

1. Bus use and opertion requirements
2.

**OBJECTIVES:**

1. Explain the operational use of buses

**INSTRUCTIONAL DELIVERY:**

Lecture, discussion, and test

**EQUIPMENT AND INSTRUCTIONAL AIDS:**

Overhead projector, slide projector, video, chalkboard, flip-chart, VCR, charts, chalk, model buses

**HANDOUTS:**

Vehicle Code Book
Passenger Transportation Safety Handbook (82.7)

| REFERENCE | CONTENT |
|---|---|
| | **FARM LABOR VEHICLE SUPPLEMENT** |
| | **NOTE TO THE INSTRUCTOR** |
| | **USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN. "VC" STANDS FOR VEHICLE CODE AND "13 CCR" STANDS FOR CALIFORNIA CODE OF REGULATIONS, TITLE 13. COVER THE FOLLOWING SUBJECTS:** |
| | General Provisions: |
| 2404 VC | Inspection by patrol members |
| 14606 VC | Employment of person to drive motor vehicle |
| 24004 VC | Unlawful operation after notice by officer |
| 13 CCR 1212 | Hours on duty:<br>Buses<br>Farm labor vehicles<br>Trucks<br>Exceptions |
| 13 CCR 1213 | Driver's record of duty status |
| 13 CCR 1213.1 | Placing drivers out-of-service |
| 13 CCR 1214 | Driver condition |
| 13 CCR 1215 | Vehicle condition |
| 13 CCR 1216 | Transportation of property:<br>Hazardous materials<br>Fuel<br>General property |

| REFERENCE | CONTENT |
|---|---|
| | Tools in farm labor vehicles |
| | Wheelchairs |
| 13 CCR 1217 | Transportation of passengers: |
| | Seating capacity |
| | Weight |
| | Step wells |
| | Open doors |
| | Interior lighting |
| 13 CCR 1281 | Fueling restrictions |
| | Additional Requirements |
| 22452 VC | Railroad crossing |
| 13 CCR 1222 | Smoking |
| | Carrier requirements |
| 40001 VC | Owner's responsibility |
| 13 CCR 1229 | Driving proficiency |
| 13 CCR 1230 | Unlawful operation |
| 13 CCR 1231 | Vehicle inspection approval certificate |
| 13 CCR 1232 | Vehicle inspection and maintenance |
| 13 CCR 1233 | Safety compliance records |
| 13 CCR 1234 | Required records for motor carriers |
| 13 CCR 1235 | Towing other vehicles |

# FARM LABOR VEHICLE - PRETEST AND UNIT TEST

1. A CHP officer may require the driver to submit to a vehicle inspection upon reasonable belief the vehicle does not meet provisions of the Vehicle Code.

   T______F______

2. An owner shall not permit anyone to drive a farm labor vehicle if that person is not properly licensed.

   T______F______

3. No person shall operate any farm labor vehicle for regular use after notice by a peace officer that the vehicle is unsafe, until the defects are corrected.

   T______F______

4. Every farm labor vehicle shall be inspected daily, by the driver, prior to operation.

   T______F______

5. All cutting tools carried in the passenger's compartment of a farm labor vehicle must be in covered containers.

   T______F______

6. A farm labor truck transporting employees in the back must stop at all nonexempt railroad crossings.

   T______F______

## FARM LABOR VEHICLE - TEST KEY

1. T
2. T
3. T
4. T
5. T
6. T

# INSTRUCTOR'S MANUAL

# FOR

# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT IV

## VEHICLE COMPONENTS

**CONTENTS - PART 1** **PAGE**

LESSON PLAN OUTLINE IV-2
ENGINE IV-4
FLYWHEEL IV-10
CLUTCH IV-11
TRANSMISSION IV-13
DRIVE SHAFT IV-15
DRIVE-SHAFT GUARDS IV-15
DIFFERENTIAL AND REAR AXLE IV-15
FRONT AXLE IV-16
STEERING MECHANISM IV-17
BRAKES IV-17
TIRES IV-27
TEST IV-47
TEST KEY IV-50

100

## VEHICLE COMPONENTS

### LESSON PLAN OUTLINE

PRETEST TO BE GIVEN FIRST

**TOPICS:**

1. Engine
2. Flywheel
3. Clutch
4. Transmission
5. Drive shaft
6. Differential and rear axle
7. Steering mechanism
8. Brakes
9. Tires
10. Test

Topics from Part 2 should be used as needed in addition to the above topics.

**OBJECTIVES:**

1. Familiarize students with basic fundamentals of power train and braking systems.
2. Prepare students to better understand vehicle inspection.
3. Administer test to evaluate instructional quality.

**INSTRUCTIONAL DELIVERY:**

Lecture, discussion, and test

**EQUIPMENT AND INSTRUCTIONAL AIDS:**

Chalkboard or marker board, charts, videos, slides, movies, vehicle parts, projectors, VCR (Repair shop with lift for under- vehicle presentation.)

**HANDOUTS:**

Copies of drawings and diagrams

Passenger Transportation Safety Handbook (82.7)

**HEAD INSTRUCTOR: SUPPORT INSTRUCTOR AND/OR RESOURCE PERSONNEL:**

All personnel involved in this lesson should be advised ahead of class so they may be prepared and on time. The certified instructor shall be present during the entire presentation of all support personnel.

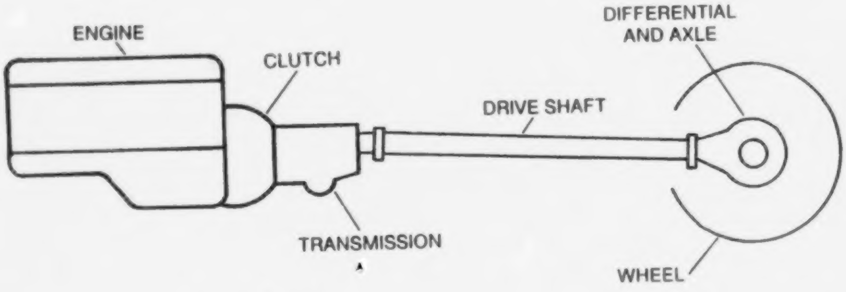
This unit is devoted to a study of the vehicle, which is made up of many components. As a professional driver, you should be familiar with each component--what each one is and how it works. The purpose of this unit is not to qualify you to become a mechanic; however, you should understand the basic principles of the operation of the various components of the bus.

The knowledge that you gain from this unit may someday help you to take the proper course of action when one of the components of the vehicle malfunctions. Many serious accidents have occurred as the result of (1) a component malfunction; and (2) a driver who was unable to recognize that a component was malfunctioning or who made the wrong decision when a component did malfunction.

To help ensure that you and the bus are not involved in this type of accident, learn as much as you can about the vehicle that you will be driving. You have an obligation both to yourself and the passengers.

## ENGINE

The power plant of the bus is the engine. The engine is the unit that creates the power supply for the rest of the power train. What are the components of the power train? The power train consists of the engine, clutch, transmission, drive shaft, differential, rear axles, and drive wheels.



| REFERENCE | CONTENT |
|---|---|

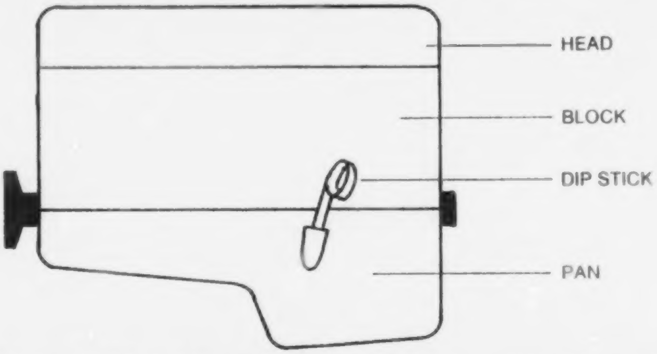
Two basic types of engines are used in buses. Both are referred to as internal combustion engines. They differ, however, in the type of fuel that each burns. Some engines operate on gasoline, while others run on diesel fuel. The most commonly used engine is a four-cycle model -- either gasoline or diesel. The basic difference between a gasoline and a diesel engine is the method of fuel ignition. In the gasoline engine the fuel is ignited by means of a spark plug; in the diesel engine it is ignited by heat of compression. **QUESTIONS**

**DRAW A DIAGRAM OF AN ENGINE ON THE BOARD.**

The engine consists of sections. First, we will discuss the stationary parts, which are the:

1. Block
2. Head
3. Pan

The block contains the cylinders. The head seals the upper portion of the cylinders and also, in most cases, contains the valve mechanism.

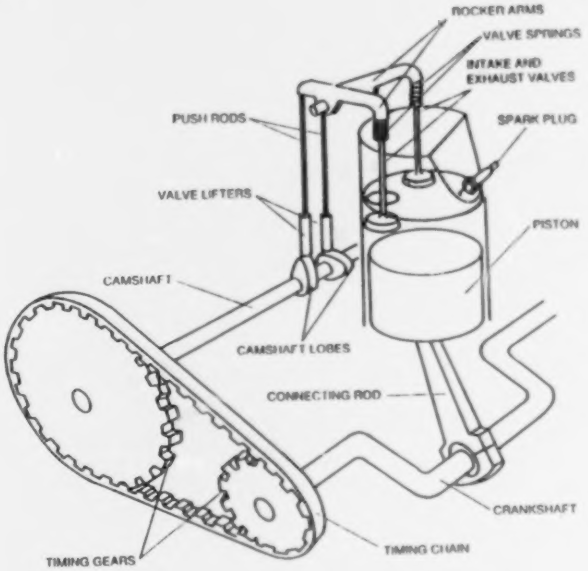


The intake manifold and the exhaust manifold are stationary parts that are attached to the engine. The intake manifold of a gasoline engine conducts a mixture of air and fuel from the carburetor to the cylinders. The intake manifold of a diesel engine conducts only air to the cylinders. The exhaust manifold carries the burned gases from the cylinders. **QUESTIONS**

The major moving parts inside the engine include the:

1. Pistons
2. Connecting rods
3. Crankshaft
4. Camshaft
5. Push rods, rocker arms, and valves

Most engines have four, six, or eight cylinders. Since similar actions take place in all cylinders, let's concentrate on one cylinder and how it operates.


ROCKER ARMS
VALVE SPRINGS
INTAKE AND EXHAUST VALVES
PUSH RODS
SPARK PLUG
VALVE LIFTERS
PISTON
CAMSHAFT
CAMSHAFT LOBES
CONNECTING ROD
CRANKSHAFT
TIMING CHAIN
TIMING GEARS

The cylinder, which is part of the block, is simply a tube that is sealed off at the upper end by the head.

## EXPLAIN THE FUNCTION OF THE PISTON RINGS AS NECESSARY.

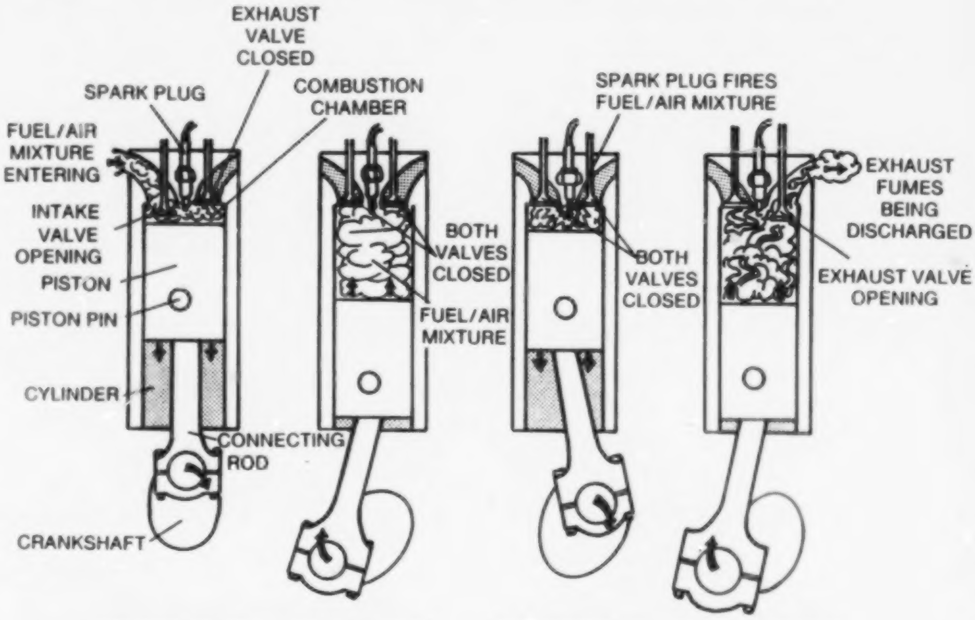
A movable metal plug, or piston, fits into the cylinder. The fit of the piston into the cylinder is a snug fit, but it is loose enough to permit the piston to slide up and down. The piston is equipped with flexible rings that fit into grooves machined into the piston. The rings complete a seal between the cylinder walls and the piston.

As the piston moves upward in the cylinder, it compresses a mixture of air and fuel into a small space. At the correct time, ignition takes place, and the air and gas mixture explodes, creating high pressure that forces the piston downward in the cylinder. This downward movement of the piston is called the power stroke. At the downward motion of the piston, energy is transmitted through a connecting rod, which is connected to the crankshaft. Before power can be carried to the rear wheels, this straight-line motion must be changed to a rotary or turning motion.

The crankshaft is installed lengthwise in the engine block and is made up of crankshaft throws, which are offset so that the up-and-down motion of the pistons and rods can change reciprocating motion to rotary motion.

**PLACE THE DIAGRAM ON THE BOARD.**

Look at this diagram of a cylinder, piston rod, valve, and crankshaft.


EXHAUST VALVE CLOSED
SPARK PLUG
COMBUSTION CHAMBER
SPARK PLUG FIRES FUEL/AIR MIXTURE
FUEL/AIR MIXTURE ENTERING
EXHAUST FUMES BEING DISCHARGED
INTAKE VALVE OPENING
BOTH VALVES CLOSED
BOTH VALVES CLOSED
EXHAUST VALVE OPENING
PISTON
PISTON PIN
FUEL/AIR MIXTURE
CYLINDER
CONNECTING ROD
CRANKSHAFT

INTAKE STROKE COMPRESSION STROKE FIRING STROKE EXHAUST STROKE

**REFER TO THE DIAGRAM ON THE BOARD.**

Many engines used in buses are four-cycle engines. For purposes of our discussion, we will use the gasoline engine as an example.

Figure 1 in the illustration shows the intake stroke. The action that takes place in the engine cylinder can be divided into four stages or strokes. The term "strokes" refers to piston movements. Figure 1 shows the piston on its way down, drawing a mixture of air and vaporized gasoline into the cylinder through the open intake valve port. This mixture is coming through the intake manifold from the carburetor.

Figure 2 shows the compression stroke. The piston is on its way up, and both valves are closed, which means that the air and gas mixture cannot escape. As the piston moves closer to the top, it compresses the mixture into a small space.

Figure 3 is called the power or firing stroke. The gases are tightly compressed, and then the spark plug ignites, or sets fire to, the air-fuel mixture. This causes an explosion within the cylinder, forcing the piston downward with terrific force that is transmitted to the crankshaft. This downward motion pushes the crankshaft throw, or offset, in a rotary motion.

Figure 4 is the exhaust stroke. After the power stroke the cylinder contains burned gases or exhaust fumes that must be expelled. As the piston reaches the bottom of the power stroke, the exhaust valve at the top of the cylinder opens, and the piston moves upward, forcing the gases out through the exhaust manifold and through the exhaust pipe into the outside atmosphere.

This completes one full cycle, which, as you can see, requires four movements. After the exhaust stroke, the piston starts down again on stroke No. 1, the intake stroke.

The valves are opened and closed by the camshaft, which is a shaft with low and high lobes designed to push the valves open and closed at the proper time by means of push rods and rocker arms. At this time we are not going to talk about the working parts of the valve system or the ignition system, which supplies the spark to the spark plugs.

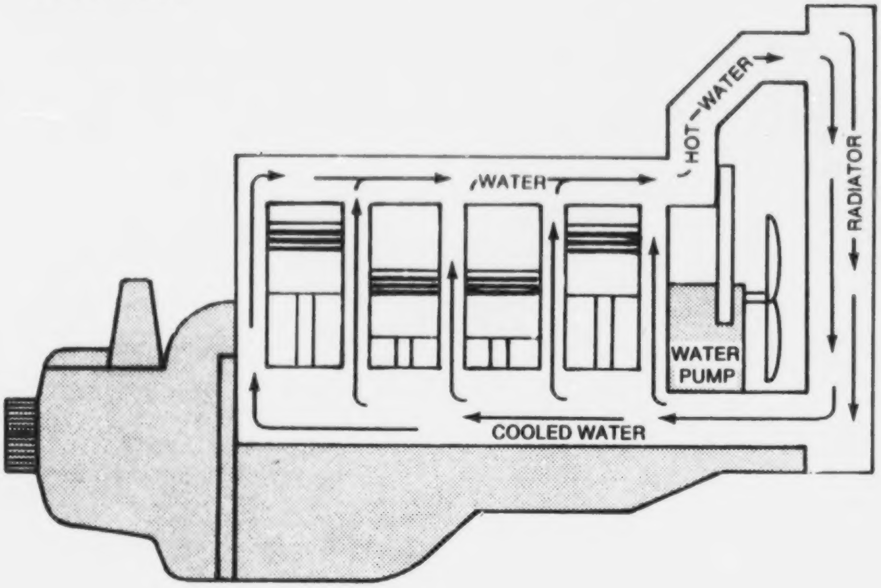
**HAVE NAMES OF REFERENCE MATERIAL AVAILABLE.**

I can, however, recommend some books to you if you are interested in learning more about the working parts of an engine. We have tried to show the principle by which an internal combustion engine works.

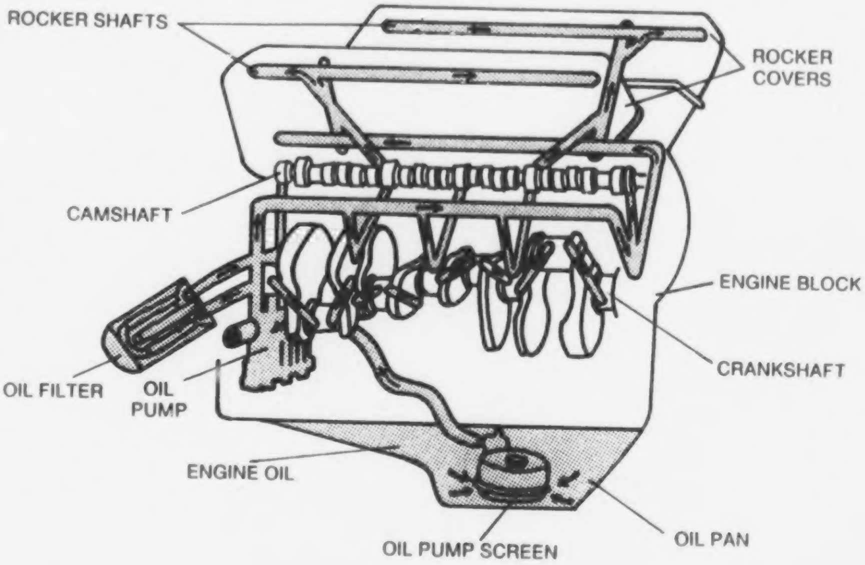
I am sure you can see that the crankshaft turns in a rotary motion and that each power stroke from each cylinder keeps it turning. At the rear of the engine, a flywheel is fastened to the crankshaft.

The burning of fuel within the cylinders builds up heat. The temperature is controlled by means of water, which comes from the radiator and is pumped through the engine block and head. A fan mounted behind the radiator pulls outside air through the radiator and cools the water when it returns to the radiator from the engine.

**QUESTIONS**



The lubricating oil, which is stored in the bottom of the engine in a pan, is pumped through channels or pipes to all moving parts in the engine. This keeps all moving parts lubricated. **QUESTIONS**


ROCKER SHAFTS
ROCKER COVERS
CAMSHAFT
ENGINE BLOCK
CRANKSHAFT
OIL FILTER
OIL PUMP
ENGINE OIL
OIL PUMP SCREEN
OIL PAN

**EXPLAIN THE DIFFERENCE BETWEEN GASOLINE AND DIESEL FUEL.**

A fuel pump supplies fuel from the storage tank to the engine. When refueling, be sure to use the right kind of fuel. Extensive damage will occur if the wrong fuel is used.

You can see that several things are required to make an engine run -- fuel, air, oil, and water.

The engine supplies the source of power to the entire power train. It also supplies power to the accessories that are necessary to the operation of many other components and systems, including the alternator, power steering mechanism, and air compressor.

**FLYWHEEL** **EXPLAIN.**

The flywheel is a heavy, round, thick plate that performs more than one duty and must be heavy enough to carry the rotary motion of the crankshaft between the power strokes. The flywheel also serves as the power outlet to the rest of the power train. It is one "side" of the clutch.

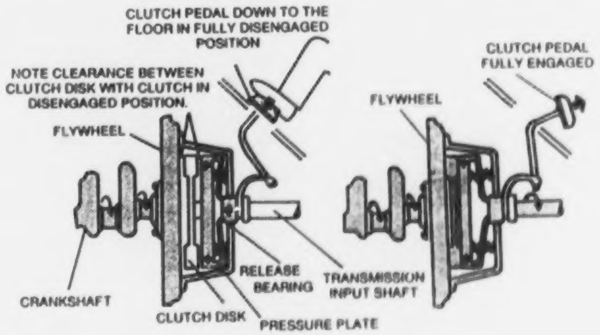
**CLUTCH** (If applicable)
The clutch is a coupler that is mounted at the rear of the engine between the engine and the transmission. It, too, is part of the power train. The primary function of the clutch is to couple and "uncouple" the power from the engine to the transmission and the balance of the drivetrain. The clutch pedal, when pushed down, uncouples the engine power to the transmission, allowing the engine to run at various revolutions per minute (rpm) without power to the rear wheels.

### QUESTIONS

21710 VC The driver shall not permit a school bus to coast with the transmission in neutral or the clutch pedal pushed down.

The clutch is the most abused component of the bus because of its frequent use and because most drivers do not understand its function. In many cases, the clutch is incorrectly used as a brake. For example, drivers will stop on an incline and by "feathering" the clutch (letting the clutch partway out) will prevent the bus from rolling. By doing this, the driver places the weight of the bus and passengers on the slipping clutch. This severe friction generates excessive heat, which greatly shortens the life of the clutch.

**DIAGRAM THE FLYWHEEL, CLUTCH DISC, AND PRESSURE PLATE.**


CLUTCH PEDAL DOWN TO THE FLOOR IN FULLY DISENGAGED POSITION
NOTE CLEARANCE BETWEEN CLUTCH DISK WITH CLUTCH IN DISENGAGED POSITION.
FLYWHEEL
CRANKSHAFT
CLUTCH DISK
RELEASE BEARING
TRANSMISSION INPUT SHAFT
PRESSURE PLATE
CLUTCH PEDAL FULLY ENGAGED
FLYWHEEL

CLUTCH DISENGAGED CLUTCH ENGAGED

As I have shown in the diagram, the pressure points consist of the flywheel, the clutch disk, and the pressure plate.

At the initiation of slippage, power is being transmitted through the drivetrain to the rear wheels. The longer this takes, more friction and heat are generated and the damage to the clutch is even greater. The use of the clutch should be brief and smooth to achieve minimum wear. Correct operation of the clutch will be demonstrated during behind-the-wheel training. **QUESTIONS**

**ADD THE CLUTCH RELEASE BEARING TO THE CLUTCH DRAWING AND EXPLAIN ITS FUNCTION.**

Another point that should be explained at this time is the function of the clutch release bearing. In the drawing the bearing does not turn when the clutch pedal is up. This is the normal position of the pedal while the vehicle is in motion. When a driver is riding the clutch, the weight of his or her foot is resting on the clutch pedal enough to move the bearing forward until it makes contact with the pressure plate. When this happens, the bearing will spin at the same number of revolutions per minute as the crankshaft. The result is increased wear and premature wearing out of the bearing.

The bearing is engineered to last a certain length of time and is factory packed in enough grease to allow it to do so. Undue use will cause depletion of this grease, which in turn will cause the bearing to burn out. **QUESTIONS**

Another term you should be familiar with is "free play." Free play refers to the amount of travel the clutch pedal makes between the outermost position of the clutch and the point at which you can feel contact being made. This clearance must be maintained to prevent the clutch release bearing from turning. On most equipment this distance should be approximately 1-1/2 inches. Due to normal wear of the clutch, the clearance will decrease gradually. It should be adjusted periodically to maintain the correct amount of free play.

**WRITE SOME COST FIGURES ON THE BOARD.**

In summary, the clutch, as a unit, is one of the driver's most important tools. Making sure that it is properly used and well maintained is to the driver's advantage. With proper use and care, the clutch and release bearing may last in excess of 100,000 miles. Abuse and destruction of the clutch can cost your employer hundreds of dollars. This is needless expense. **QUESTIONS**

## TRANSMISSION

The term "transmission" can be defined as a method of transmitting power from the engine to the rear axle by use of gear reduction. The transmission has a power input at one end and an output to the drive shaft at the other. The input side of the transmission is controlled by engine speed, and the output is controlled by the speed of the rear wheels.

Control of the amount of power being transmitted through the transmission is done by proper gear selection, or shifting. The term "shifting" refers to the transfer of power from one gear to another within the transmission. Shifting may be either manual or automatic.

Within the transmission are gears of various sizes. Their function is to make maximum use of engine power at different road speeds.

**EXPLAIN COMPRESSION OF THE ENGINE AND HOW IT HOLDS BACK A LOAD.**

First, we will discuss the shifting of the manual transmission. The term "shifting up" refers to direct progression through the gears from low to high. The term "down shifting" is the reverse of this process from high to low. Shifting up is done to gain road speed and to maintain proper engine revolutions per minute. Shifting down may be done when the vehicle slows down or when it is pulling an increased load.

To move a heavy load from a dead stop requires terrific effort; however, when the vehicle is moving, momentum builds up with less effort. For this reason gears of different sizes are needed to increase the speed of the vehicle.

**DRAW A DIAGRAM OF THE SHIFTING PATTERNS.**

The correct shifting patterns are marked in a diagram either on the dashboard or on top of the gearshift lever.

Several types of transmissions are used in buses, but all serve the same purpose and work in the same manner. The transmission, like any other part of the power train, is very important. The driver must know its capabilities and must not exceed them. The overhauling of a transmission is a very expensive procedure. **PLACE SOME COST FIGURES ON THE BOARD.**

**DRAW A DIAGRAM OF THE SHIFT PATTERNS.**

Automatic transmissions are being used more and more each year. If not used properly, they, too, can be costly with respect to repairs. Most drivers who operate automatic transmissions assume all that needs to be done to operate the vehicle is to pull the lever into drive, or the highest range, and step on the throttle.

All automatic transmissions have a range selector with different range selections. This is the hand control over the transmission. Proper selection of the correct range provides better control and avoids undue "hunting" by the transmission for the required gear. Complete instruction will be given during behind-the-wheel training.

**QUESTIONS**

**DRIVE SHAFT**

The next item we will discuss is the drive shaft, sometimes referred to as the driveline. It is used to transmit power or torque from the output of the transmission to the differential or rear axle. The drive shaft is constructed of tubing, with connectors at each end called universal joints, which allow for flexibility. The drive shaft is constructed in halves, which are joined by means of a splined joint to allow an in-and-out movement.

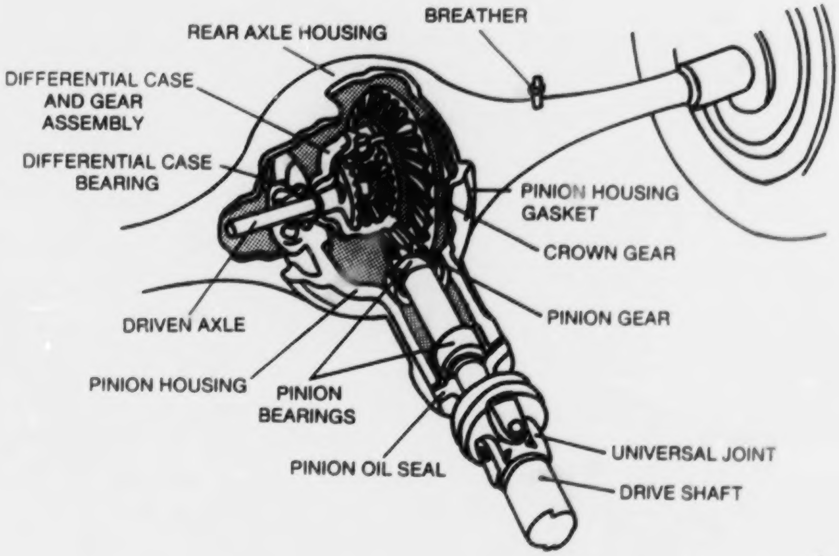
13 CCR 1266

**DRIVE-SHAFT GUARDS**

The drive shaft is protected on all school buses by drive-shaft guards. The main purpose of a guard is to prevent the drive shaft from hitting the ground if it should break. A broken drive shaft hitting the ground could cause a pole-vaulting effect that could cause the vehicle to overturn.

**DIFFERENTIAL AND REAR AXLE**

The differential and rear axle make up the rear-axle assembly. This is the last component of the power train, and it performs three basic functions. The first is to change the direction of rotation of the power train. The second is to allow the drive wheels to rotate at different speeds, which is necessary when the bus is turning or rounding a curve. The third is a gear reduction. **QUESTIONS**


BREATHER
REAR AXLE HOUSING
DIFFERENTIAL CASE AND GEAR ASSEMBLY
DIFFERENTIAL CASE BEARING
PINION HOUSING GASKET
CROWN GEAR
PINION GEAR
DRIVEN AXLE
PINION HOUSING
PINION BEARINGS
PINION OIL SEAL
UNIVERSAL JOINT
DRIVE SHAFT

*The rear-axle assembly*

As you can see from the diagram, the power developed by the engine travels through the power train to the rear wheels where it is used to propel the bus. **QUESTIONS**

## FRONT AXLE

The front axle is usually a one-beam unit or a rigid steel member. In some cases, an independent front suspension system is used. In either case, a steering spindle is mounted on each end of the axle. Mounted on the spindle are the wheel hubs and wheel bearings, and attached to the hubs are the wheels. The action of the spindle is like that of your wrist; it can be moved in two directions. The spindle allows the wheels to turn. The left steering spindle is attached to a drag link, which is connected to the steering gear that is controlled by the steering wheel. The right and left steering spindles are connected by a tube called a tie-rod. **QUESTIONS**

| REFERENCE | CONTENT |
|---|---|

**STEERING MECHANISM**

Several types of steering mechanisms are used in the bus industry. They include:

1. Manual steering
2. Manual steering with power assistance
3. Full-time power steering

The source of power for power steering may be either:

1. Hydraulic
2. Air

Why should you have to know about different steering mechanisms? Primarily because you may have to drive several types of buses and in each you will have to make adjustments, both mentally and physically, to do a good job of steering. Steering is another topic that you will cover in greater depth during behind-the-wheel training.

### QUESTIONS

**BRAKES**

Brakes are a very important subject. You will be given detailed instruction on how to use and complete a daily brake system checkout. You must perform a checkout prior to operating any vehicle. Keep in mind that many things can fail, but when the brakes fail on any vehicle, it is serious.

It takes force and friction to make brakes work. Force is applied by air pressure, hydraulic fluid, and hand or foot leverage and transmitted by rods or cables and spring force. None of these will stop a vehicle unless the brake shoes are kept in proper adjustment.

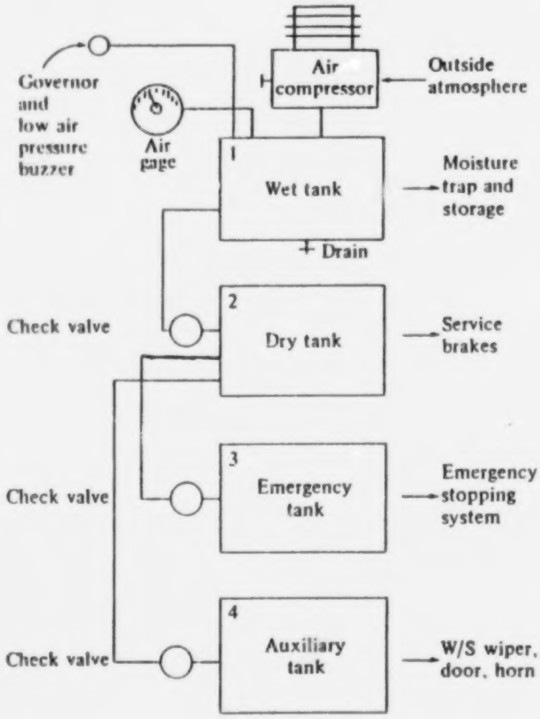
As you will learn, the best braking effort is using the brakes up to what is referred to as the "impending skid." When the wheels lock up on any vehicle, for all intent and purposes, there are no brakes. The stopping power is the friction between the tires and the surface the tire is sliding on. You will learn more about this later.

We use the term service brake or foot brake for that portion of the braking system that we use in normal operation. Another term being used in conjunction with service brakes is power brakes. The term "power brakes" means any braking gear or mechanism that uses air, electricity, or vacuum to aid in the application of the brakes on a vehicle.

Air Brake System

**PLACE THE DIAGRAM ON BOARD.**

This simple diagram shows where the air supply comes from and where it is stored.


Governor and low air pressure buzzer
Air gage
Air compressor
Outside atmosphere
1
Wet tank
Moisture trap and storage
Drain
Check valve
2
Dry tank
Service brakes
Check valve
3
Emergency tank
Emergency stopping system
Check valve
4
Auxiliary tank
W/S wiper, door, horn

**ILLUSTRATE USING THE DIAGRAM.**

The air supply comes from the outside atmosphere into the air compressor and is compressed into the air storage tanks. The compressor is driven by the engine and can be belt-driven or gear-

| REFERENCE | CONTENT |
|---|---|
| | driven. Let us discuss the air storage tanks, or reservoirs. |
| | **POINT OUT INDIVIDUAL TANKS AND THE PURPOSE OF EACH, USING THE DIAGRAM.** |
| | It should be clear at this point that we are talking about three different storage systems:<br>1. The wet tank supplies air to the rest of the system.<br>2. The dry tank supplies air to the service brakes and the emergency stopping system.<br>3. The auxiliary tank supplies air to air-operated accessories--doors, horns, wipers, and so forth. |
| | **POINT OUT ON THE DIAGRAM.** |
| 26504 VC<br>26505 VC | Now we will discuss air governor requirements. The minimum cut-in pressure has been established at 85 psi and the maximum cut-out pressure has been established at 130 psi. A gauge is mounted on the instrument panel to allow the driver to see clearly if the proper amount of pressure is being maintained. |
| | Low-Air Warning Devices |
| 26506 VC<br>13 CCR 1246 (b)(1) | Brake systems using air pressure shall include a buzzer or other audible warning signals and a visual light or an air-operated flag-type warning device used exclusively for the brake system. A transit bus is required to have an audible or visual low-air warning device. |
| | The devices shall give a continuous warning when the air supply pressure in the appropriate reservoir receiving air from the compressor drops below a fixed pressure, which shall not be more than 75 psi or less than 55 psi with the engine running. |
| | The requirement for the flag-type device shall not apply to vehicles manufactured in compliance with Federal Motor Vehicles Safety Standards 121. |
| 13 CCR 1246(b)(3) | The visual (drop-flag) warning device will be readily visible to the |

| REFERENCE | CONTENT |
|---|---|
| | driver when seated in a normal driving position. |
| 13 CCR 1246(b)(4) | To install an override switch on a required audible warning device is prohibited. |
| | Emergency Stopping System<br>**EXPLAIN IN DEPTH HOW THE DIFFERENT SYSTEMS WORK.** |
| 26301.5 VC | The emergency stopping system is of great importance, and all drivers must understand the system thoroughly. If you do not understand how the system works on the bus that you will be driving, be sure to find out before you leave on a run or trip. |
| | The term "emergency stopping system" refers to the backup system that is available when a malfunction occurs in the service brake system. |
| 13 CCR 1246(e) | Type I school buses constructed after January 1, 1968, shall comply with the following system requirements: |
| 13 CCR 1246(e)(1) | 1. The emergency braking system shall be capable of being applied, released, and reapplied by the driver but will not be capable of being released from the driver's seat after any reapplication unless energy is available for an immediate reapplication. |
| 13 CCR 1246(e)(2) | 2. The brakes shall be manually applied and released under modulated control by the driver to maintain directional stability during a complete emergency stop. |
| 13 CCR 1246(e)( 3) | 3. Failure or malfunction of any part in either the emergency stopping system or the service brake system shall not leave the vehicle without operative brakes capable of stopping the vehicle loaded up to the manufacturer's gross vehicle weight rating and at any legal speed. However, no provision of this section shall apply to a failure in the mechanical parts of the wheel brake assemblies or the brake pedal and linkage to the brake valve or master |

| REFERENCE | CONTENT |
|---|---|

cylinder.

Drivers must understand that the emergency stopping system is, in fact, part of the service brake system. The system is applied through another power source, such as reserve air or spring pressure. If full application is made under an emergency condition, the driver is applying only the rear brakes and, therefore, the braking effect is far less than the application of a full service brake.

Spring Brake System

One system that is widely used is called a spring brake system. In this section we will discuss the operation of the spring brake chamber in three situations.

Service Brake Application

**EXPLAIN THE SYSTEM.**

In normal brake application through the service brake (foot pedal), applied air pressure is the force used to stop the vehicle. Air pressure through the system applies force against a rubber diaphragm. This force, working with other components of the system, will apply the brakes.

Emergency Application: Rear Wheels Only

**USE DIAGRAMS AND CHARTS.**

In normal brake application the spring is held in the compressed position by the air pressure in a separate chamber. If an air leak develops in the system and the air pressure drops to a certain point, the force of the compressed spring will be greater than the air pressure. The spring will expand, forcing the brake shoe against the brake drum to stop the vehicle.

| REFERENCE | CONTENT |
|---|---|

Parking Application

The emergency application occurs when the vehicle loses air. Buses are equipped with a hand-controlled valve that can be used for emergency stops or parking; and when this valve is operated, it releases air out of the chamber and allows the spring to expand and forces the brake shoe against the brake drum and holds the vehicle in a stopped position utilizing spring pressure.

Air-Applied Emergency/Parking Brake DD3

There must be a supply of air pressure in the air system for the air-applied emergency brake to work.

This type of system uses the same mechanical parts to apply the emergency brake that are used when applying the service brakes. There is, however, a separate diaphragm mounted in tandem with the service brake diaphragm that works when the emergency or parking brake valve is actuated.

The DD3 brake chambers are mounted on a rear axle. When the service brake pedal is actuated, air is applied to the service brake diaphragm and the system works normally. When the emergency or parking brake valve is actuated, air is applied to the parking or emergency brake diaphragm which actuates the service brakes on the rear axle.

When the parking or emergency valve is actuated, the brakes will remain applied when the valve is released. This occurs because there is a locking device that mechanically holds the push rod extended on the brake chamber. Even though there is no air pressure remaining in the emergency/parking brake, there must be enough air pressure in the service brake portion of the system to release the locking device on the push rods. This is accomplished by depressing the service brake or foot brake valve all the way when the parking brake valve is released.

This system is also equipped with a valve that automatically applies the emergency brake when the vehicle experiences a loss of air pressure. When the vehicle is being operated and the system is applied automatically, the driver should experience a gradual and safe stop when operating on dry pavement.

### Air-Applied Emergency Brake DD2

There must be air pressure in the system for the emergency brake to work. This system should not be used as a parking brake because there is nothing to keep the brakes applied should the air supply be depleted.

This type system uses the same mechanical parts to apply the emergency brake that are used when applying the service brakes. There is, however, a separate diaphragm mounted in tandem with the service brake diaphragm that works when the emergency valve is actuated.

The DD2 brake chambers are mounted on a rear axle. When the service brake pedal is actuated, air is applied to the service brake diaphragm and the system works normally. When the emergency brake valve is actuated, air is applied to the emergency brake diaphragm which actuates the service brakes on the rear axle.

When it becomes necessary to use the emergency brake valve, it should be possible for the driver to apply the brakes gradually by modulating the control valve until the vehicle is stopped.

This system is also equipped with a valve that automatically applies the emergency brake when the vehicle experiences a loss of air pressure.

When the vehicle is being operated and the system is applied automatically, the driver should experience a gradual and safe stop when operating on dry pavement.

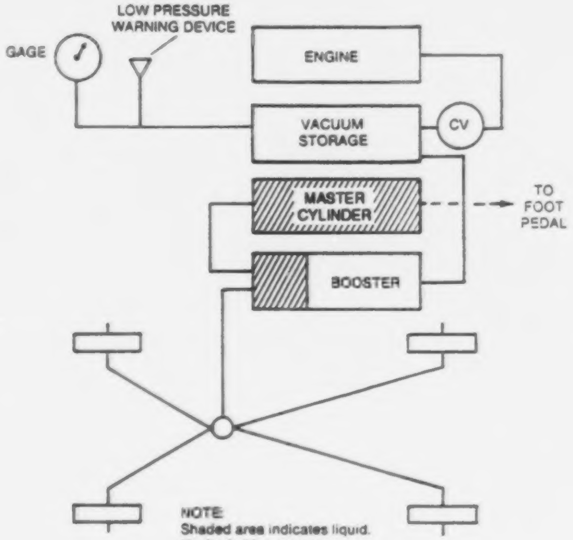
Hydraulic Brake System

**EXPLAIN, IF NECESSARY.**

The hydraulic brake system works on the same principle as the air brake system except that the power is supplied by fluid instead of air. The pressure applied by the driver to the brake pedal regulates the pressure to the brake shoes.

At times, hydraulic brakes are referred to as power or vacuum brakes. This means that additional power or pressure, other than that which the driver applies when stepping on the brake pedal, is utilized. The additional power makes it easier for the driver to apply the brakes. It also provides more pressure on the brake shoes and requires little or no additional effort from the driver.

**PLACE DIAGRAM ON THE BOARD AND EXPLAIN.**



NOTE:
Shaded area indicates liquid.
Unshaded is vacuum.

Many hydraulic brake systems are available, but to provide information about each would be impossible. This simple diagram should help you to understand the theory of a hydraulic-vacuum brake system without getting "bogged" down in details.

In this system, we are working with two elements, vacuum and hydraulic fluid. The vacuum is supplied from the intake manifold of the engine through a check valve and into a storage tank or reservoir. The vacuum from the tank is piped into the brake booster unit, which is controlled by the foot brake pedal.

The hydraulic fluid is pushed out of the master cylinder by a piston into the line or pipe and then to one end of the booster. The pressure reaches the booster, trips a valve, and puts the vacuum part of the booster to work by supplying additional power to another piston that moves forward and forces the fluid out of the booster to the wheel cylinders, located at each wheel. **QUESTIONS**

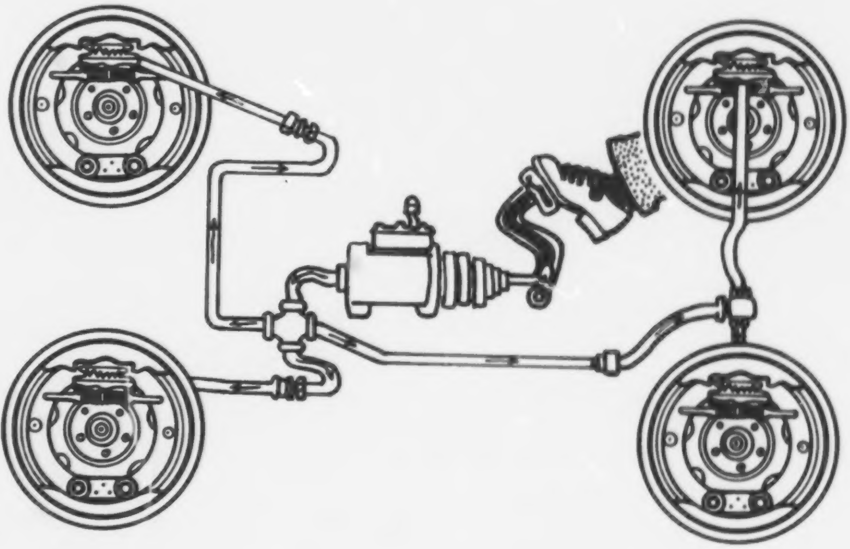


**DIAGRAM AND EXPLAIN.**

Each wheel cylinder is equipped with pistons and the fluid is forced

124

against them. They in turn push the brake shoes from their resting place to make contact with the turning brake drums.

26520 VC Vacuum is measured in inches of mercury. A gauge showing the inches of vacuum in the storage tank must be mounted in clear view of the driver.

26521 VC Also required is a warning device that shall include a buzzer or other audible and/or visual vacuum-operated warning device used exclusively for the brake system. This device must provide a continuous warning to the driver when the vacuum in the supply system drops to 8 inches of mercury or less. A gauge alone does not meet the requirement. Drop flags are not required for dual or split axle brake systems. **EXPLAIN DUAL MASTER CYLINDER SYSTEM.**

### Parking Brakes

**EXPLAIN THE TYPES USED.**

The next braking system to be discussed is the parking brake. This component, commonly referred to as a hand brake, is controlled by means of a hand lever. Several types are used on buses. The purpose of the hand brake is to retain or hold the bus in a stopped (parked) position. Under emergency conditions--when all other means of stopping the vehicle have failed--the parking brake could, and should, be used to slow or stop the vehicle. Under normal conditions, the parking brake should not be applied until the bus has stopped.

26451(a) VC The parking brake shall be such that it will, under all conditions of loading up to the manufacturer's gross vehicle weight rating, hold the bus stationary on a grade free from slippery material. When applied, the parking brake shall remain in the applied position by other than fluid pressure, air pressure, or electrical energy.

## TIRES

27465 VC
13 CCR 1244

We all know the purpose of tires, but as drivers you should know a few things about specific laws and proper care of tires. Every bus must be equipped with tires that are adequate to support the gross weight of the vehicle. The tires shall be marked to indicate their ply rating and/or load range, and they must meet Federal Motor Vehicles Standards 119.

All tires must be of the same size. A serviceable spare tire must be carried in the spare tire compartment except where tire service and service trucks are immediately available.

Spare tires are not to be placed inside the passenger compartment, nor placed to block windows or doors. They must be securely fastened in a proper rack or compartment expressly for that purpose.

Important regulations pertaining to tires include the following:

27465 VC

1. Front tires shall not have less than 4/32 of an inch tread depth measured at any point on a major tread groove, except where the bars, humps, or fillets are located in the tread groove.
2. Tires shall be free of damaging cuts, bruises, and any other defects in the tire casing.
3. No tire shall be retreaded, recapped, or repaired if worn through the breaker strip or if there has been any separation in the outer wall of the casing or if the casing is otherwise damaged.
4. Retreaded or recapped tires shall not be used on the front wheels of a school bus, nor shall regrooved tires be used.

All Type I buses must have dual tires on the rear axle.

**ADD LOCAL RESPONSIBILITY FOR TIRE CARE, IF APPLICABLE.**

Tire pressures vary to some degree, depending on the make of tire. Each manufacturer will recommend the proper pressure to be maintained. We recommend that you take it upon yourself to find out from your supervisor or shop personnel what pressure shall be carried. We also recommend that you make up a chart of required tire pressures and put it somewhere in the bus for easy reference.

At this time we will have a short test on the material that we have just covered.

NOTE TO THE INSTRUCTOR

**VEHICLE COMPONENTS CHANGE RAPIDLY. THEREFORE, YOU WILL HAVE TO MAKE SURE THAT YOU HAVE UP-TO-DATE MATERIALS ON VEHICLE COMPONENTS FOR USE IN YOUR CLASS. YOU MAY WISH TO CHANGE OR ADD TO THE INSTRUCTIONAL MATERIALS SO THAT THEY ARE APPROPRIATE FOR THE TYPES OF VEHICLES BEING USED IN YOUR AREA.**

In this unit we have briefly discussed some of the basic components and systems that make up a bus. Each year new models are equipped with new devices and systems brought about by manufacturer's changes or new state and federal requirements. There are also many options of additional equipment that can be incorporated within a vehicle.

13 CCR 1229

Due to the nature of your job, you may be required to drive many types and sizes of buses. Some buses you may drive are equipped differently than others. Many buses are equipped with extra devices that are not required by regulations; therefore, you must learn many other operations and procedures in addition to the basic vehicle components. **HAND OUT TEST.**

NOTE TO THE INSTRUCTOR

**IN PART 2 OF THIS UNIT MANY OTHER VEHICLE COMPONENTS ARE DISCUSSED. IF YOU HAVE ANY BUSES THAT ARE EQUIPPED WITH ANY OF THESE ITEMS, YOU SHOULD TEACH THOSE ITEMS.**

## CONTENTS - PART 2

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In past years, accidents involving buses were caused by the driver in about 50 percent of the cases nationwide. One or two things were involved: driver error in judgment, a mechanical failure, or a combination of both. The mechanical failure, in most cases, could be held to a minimum if all drivers would conduct the proper daily bus inspection and report any defects found. Professional drivers take their job seriously and learn all they can about the vehicle being driven. By learning, any driver should be able to detect a problem before it becomes serious.

All drivers must keep in mind that they will be entrusted with the lives of every passenger riding the bus. The purpose of this unit is to learn more about the components, how they operate, plus the regulations and laws related to the safe operation of the vehicle.

## DUAL AIR SYSTEM

This system provides for separate operation of the brakes on the front and rear axles. The purpose of the dual air brake system is to help ensure that braking capability is maintained on one axle in the event of a brake system failure on the other axle.

Most dual air systems are constructed in such a manner that separate air storage tanks are provided for the brakes on the wheels of the front and rear axles. The air supply to the brake chambers, both front and rear, is regulated by means of the same foot pedal.

In the event of brake failure, including the loss of a significant amount of air pressure to the brakes on the wheels of one axle, a shuttle valve shuts off the air supply to those brakes. The air supply to the brakes on the wheels of the other axle will still be maintained, providing for, at least, partial stopping capability for the vehicle. **QUESTIONS**

Vehicles equipped with a dual air brake system have either (1) two service brake air gauges (one for each tank); or (2) a single service brake air gauge with two indicator needles. In the latter case the needles are generally of different colors.

During the building up of maximum air pressure, the two air gauges of vehicles so equipped should show the same pressure. If the vehicle has a single gauge, both needles should move together to show the same pressure. In either case any deviation from the patterns just described would indicate some abnormality. **QUESTIONS**

Let's set up a hypothetical problem. You are on a run and driving a vehicle that is equipped with a single air pressure gauge, which has two indicator needles. While driving down a steep grade, you apply the brakes and notice that one of the needles is falling at a much more rapid rate than the other one. Immediately, you should recognize that an air loss has developed in the brake system of the wheels of one of the axles. The problem could be a broken air line or a ruptured diaphragm.

When the air pressure drops between 55 and 75 psi, the low air pressure warning buzzer sounds. At this point only one brake system is working properly, and you should bring the vehicle to a stop as quickly as is practical. If you should have to stop in the roadway, your next step would be to place the transmission in the lowest gear and drive the vehicle to a safe place off the roadway. You would then secure the vehicle. The vehicle should not be driven again until the necessary repairs have been made. Under no circumstances should you attempt to complete the trip with only half of the overall braking system operable.

The dual brake system also includes an additional safety component, which is an emergency stopping system. The emergency stopping system, which may be either an air-applied system or a spring-applied system, is applied under certain conditions on the wheels of the rear axle. If, for example, the air pressure supply for the brakes on the rear axle should drop below 55 psi, the emergency stopping system would be applied on the wheels of the rear axle when the driver depresses the service brake pedal. If the brakes on the wheels of the front axle were still operable, the vehicle would have braking capability at all four wheels. If, for any reason, the brakes on the wheels of the front axle were not operable in the situation just described, the vehicle would still have braking capability at the wheels of the rear axle. In other words, the emergency stopping system is designed to maintain no less than braking capability at the wheels of the rear axle.

You will receive complete instructions about the operation of the emergency stopping system during behind-the-wheel training.

Several types of air brake systems and controls are utilized on buses. Because you may be called upon to drive vehicles with different types of systems and controls, you must be familiar with the operation of all such systems. Remember, many lives depend upon your ability to stop the vehicle properly and especially upon your skill in stopping it during an emergency situation.

### ANTISKID BRAKE SYSTEM

Some vehicles are equipped with an antiskid brake system, which is an air brake system designed to prevent the wheels of the vehicle from locking when the brakes are applied with great force, such as during a "panic" stop or while the vehicle is traveling over a slippery surface. The system responds to rapidly changing conditions of friction between the tires of the vehicle and the road, thereby providing the best available combination of braking ability, lateral stability, and steering control during a panic stop.

**DRAW A DIAGRAM ON THE BOARD.**

The antiskid system is a computerized system that controls the braking on each axle separately. It consists of the following major components:

1. The computer-valve assemblies
2. A slotted rotor at each wheel
3. A fixed magnetic sensor at each wheel

The system works this way. As the bus travels, the rotors revolve with the wheels to which they are attached. The sensors "read" wheel speed by reading the speed of the rotors. This information is relayed from the sensors to the computers, which, by means of a valve, regulate the air pressure to the brakes.

| REFERENCE | CONTENT |
|---|---|

If the computers determine that a locking of the brakes is imminent, when the brakes are applied the computers will cause the brakes to be released and reapplied many times rapidly to prevent wheel lockup. During the entire sequence the driver is merely depressing the brake pedal. **QUESTIONS**

The driver of a bus equipped with an antiskid system must, before operating the vehicle, check to make sure that the system's electronic circuitry is in proper working order. This check involves a simple step-by-step procedure, which will be explained when we conduct a bus inspection. In addition, written instructions for carrying out the check should be prominently displayed in the vehicle so the driver can see them from the driver's seat.

DD2 AND DD3 BRAKE SYSTEMS **EXPLAIN, IF APPLICABLE.**
The DD2 and DD3 systems are most common on charter-type buses although we do have these systems on some school buses.

The basic air system is much the same as the one discussed in the front part of this unit. The difference is how the emergency stopping system is applied. On these systems the emergency stopping system is applied by air pressure, unlike the spring brake which is applied by lack of air pressure. **QUESTIONS**

On the DD2 system the emergency stopping system can be used to make emergency stops, but it should not be used as a parking brake. If it is used as a parking brake and the bus has an air leak in the emergency system, the brakes will release as soon as the air leaks off. For this reason, on a bus, there must be a mechanical parking brake in addition to the DD2 air system.

On the DD3 system the emergency stopping system can be used to make emergency stops and it can be used as a parking brake also. This is accomplished by a mechanical device in the rear brake chambers. When the bus is stopped and the emergency button is set, the rear brakes are set and held in place by the mechanical device; therefore, if an air leak occurs in the emergency system, the brakes will not release. In order to release the rear brakes in this situation, you must build the air pressure up to maximum, release the emergency button, and make one full application of the service brake pedal. This procedure will release the mechanical device in the rear brake chambers and release the brakes.

**QUESTIONS**

A complete explanation of these systems will be given to you during behind-the-wheel training.

## FRONT WHEEL LIMITING VALVE

**EXPLAIN, IF APPLICABLE.**

This device is called a front wheel limiting valve, or 50 percent valve. The purpose of this valve is to limit the amount of air applied to the front brakes when you are driving on wet or slippery surfaces. This decreased quantity of air aids in preventing front wheel lockup when the service brakes are applied.

The switch for this valve is normally located on the dash of the bus and will have two operating positions. In one position you will have dry road operation, and the other position will indicate wet road operation. During all driving on dry surfaces, you must operate the switch in the dry position; this position gives you 100 percent of your applied air to all four wheels on the service brake application. When you switch over to the wet road position, you are cutting 50 percent of the applied air to the front brakes only. You are still applying 100 percent of the air to the rear brakes. Should the bus be equipped with this valve, you must become familiar with its operations and limitations.

## AUTOMATIC TRANSMISSIONS

Automatic transmissions are being used more and more each year. If not used properly, they, too, can be costly to repair. Most drivers assume that all one has to do is to pull the lever into drive and step on the throttle, but much more is required.

| REFERENCE | CONTENT |
|---|---|
| | Each driver who operates a bus with an automatic transmission should follow the manufacturer's recommended operating procedures. Manuals are generally available from the operator or chassis manufacturer. |

**DRAW A DIAGRAM OF THE SHIFTING SELECTOR ON THE BOARD.**

The range selector lever is the hand control over the transmission. Proper selection of the correct range provides better control and avoids undue "hunting" by the transmission for the required gear. The driver should select the proper gear range for the speed to be traveled. **QUESTIONS.** The manufacturer will have recommended speeds for upshifting and downshifting. These speeds should not be exceeded.

As you gain more and more driving experience, you will come to appreciate the importance of proper shift lever position in getting top performance from the vehicle.

Operation and Function of Converter **EXPLAIN, IF APPLICABLE.**

The converter multiplies engine torque and also accomplishes the work of the clutch on a standard transmission. When upshifts or downshifts are made, the converter absorbs the shift shock. When starting from a standstill, regardless of the drive range selected, the converter is operating; and the first shift noticed will be the engagement of the lock-up clutch. This lockup is an automatic function that locks the converter out of the operation and causes the gear train to turn at engine speed. The lockup clutch automatically disengages and brings the converter back into play as a fluid coupling to absorb and cushion the shock of the gear ratio change. **QUESTIONS**

Throttle Control

The pressure of the foot on the throttle, or accelerator pedal, influences the automatic shifts in the transmission, When the throttle is opened or the accelerator pedal is depressed, the transmission will automatically upshift at a speed just below the maximum engine speed. If the accelerator is not depressed all the way, the transmission will shift much sooner. A driver can use throttle control as he or she is hand-shifting an automatic transmission, making the shifts smooth. **QUESTIONS**

Hydraulic Retarder

A hydraulic retarder is a simple device having only one moving part -- a vaned rotor that resembles a paddle wheel. When the retarder pedal is depressed, a valve is opened, allowing oil to be pumped into the compartment that contains the rotor. This process retards or slows down the rotor. When the retarder pedal is released, the oil is pumped out of the compartment so the rotor can turn freely again. The retarder saves wear on the brakes and you. Use the retarder when (1) descending steep grades; (2) snubbing in stop and go traffic; (3) driving on curves; and (4) maneuvering on icy or slick roads. **QUESTIONS**

When fully applied, the retarder has a braking effect much greater than the effect of engine braking alone; however, the retarder is not a brake and will not bring the bus to a complete stop. It can be applied in any gear but is used primarily on downgrades in proper gear range.

To operate the retarder, fully depress the retarder pedal, which is located where the clutch pedal would be in a standard transmission bus. Release the pedal before manually changing the selector level to another position. **QUESTIONS**

Overuse of the retarder may heat the transmission fluid to a point at which the high-temperature warning light comes on or the temperature gauge reading is in the red band, indicating a temperature of 380° F. or more. If this happens, release the pedal until the light goes out or until the gauge is back in the yellow area below 380° F.

During normal operation in lockup, the temperature gauge indicator should stabilize below 300° F. However, during severe or prolonged retarder operation, the temperature may climb rapidly. If it reaches

380° F., stop in a safe place, shift the transmission to neutral, and run the engine at 1,200 rpm's until the transmission fluid temperature drops.

At high temperatures operation not only is useless but also may cause severe heat damage to the transmission. During retarder operation, you can allow the transmission fluid temperature to exceed 300° F., but never operate the retarder while the gauge reading is in the red area.

Under no circumstances should you hold the engine at full throttle with transmission in gear for more than 30 seconds without moving the vehicle.

## QUESTIONS

The following are some other points you should be aware of:

1. Always start your engine in neutral or park and select the proper range as recommended by the manufacturer.
2. Use low range and reverse when you rock your vehicle back and forth to free it from sand, snow, or mud. Never use full throttle under these conditions.

Before having a vehicle towed, be sure that the rear wheels are lifted off the ground, the drive shaft is disconnected, or the axle is pulled out of the differential. If even one of these conditions is not met, damage will result to the transmission when the vehicle is towed. Because of the transmission's hydraulic system, you cannot start the engine by pushing or towing the vehicle. Complete training will be given during the behind-the-wheel training program.

### TWO-SPEED REAR AXLE

Some buses are equipped with two-speed rear axles. The purpose of a two-speed rear axle is to allow the driver to shift into either a lower or higher gear ratio within the rear axle or differential. This allows for a better selection of gear ratios. Buses equipped with a four- or five-speed standard transmission are not restricted to the four or five speeds. The driver would have available eight or ten gear ratios.

| REFERENCE | CONTENT |
|---|---|

The rear-axle control button is generally located on the main transmission shifting lever. The up position is for high ratio, and the down position is for low ratio. The rear-axle control may be operated by means of air, electricity, or vacuum. The term "split shifting" means changing the main transmission and the rear axle at the same time.

A complete demonstration on shifting, both up and down, will be given during the behind-the-wheel training with a two-speed rear-axle bus. Drivers who will be driving buses equipped with two-speed axles must be certified to drive these vehicles.

## CLUTCH BRAKE

Many buses are equipped with a device called a clutch brake. The purpose of the clutch brake is to aid in placing the transmission in gear when the vehicle is stopped and avoid gear clash or grinding gears. The clutch brake is activated when the clutch is depressed to the floorboard, beyond the normal clutch disengage position. This causes the clutch release bearing to come in contact with the clutch brake. Because the clutch brake is splined to the transmission, gears are slowed down and stopped, enabling the driver to put the transmission in gear without grinding.

**DRAW A DIAGRAM ON BOARD TO SHOW FLOORBOARD.**

If the clutch brake is adjusted properly, it will begin to work when the clutch pedal is approximately one inch from the floorboard. Check with the transportation supervisor or the mechanic to find out if the bus is equipped with a clutch brake.

There will be additional instruction in the proper operation of a clutch brake during behind-the-wheel training.

## ENGINE OR EXHAUST BRAKE OPERATION

**WILLIAM'S EXHAUST BRAKE. BLUE OX.**

Let's discuss the proper operation and when to use an engine or exhaust brake. This system was designed to perform two primary functions. The first common use is to add additional braking effort to the vehicle when descending grades. The second use for this system is to aid a driver to make quicker shifts from one gear to another.

The first and most common use, descending grades or slowing the vehicle down, will be discussed first. In the first place the driver will find these devices used on most diesel-powered vehicles. The controls are located on the dash panel in most cases. The exhaust brake will be a one- or two-position switch. The two-position switch allows a medium and a full on position. To use this device, simply turn to either position. From this point, the control over the device is switched over to the throttle linkage. The only time the brake will be operated is when the throttle is released. You can hear the brake when it starts to work. Each time the throttle is applied, it will release. By leaving the dash switch in the applied position each time the throttle is released, the brake will automatically apply. When no longer needed, turn off the dash switch. When descending a grade, this device will create back pressure in the engine and, therefore, will aid in holding the vehicle back. Using this device along with proper gear selection will save undue heavy use of the service brake system.

Another use for this device is to enable the driver to make quicker shifts when climbing a grade without losing road speed during a shift change. When pulling grades and shifting up through a manual transmission, the exhaust brake forces the engine rpm's to drop much quicker, enabling the shift to be made much faster than without such a device. **QUESTIONS.**
Even though this system can be operated on all types of terrain, it is not recommended for flat road use.
Detailed instruction on using this device will occur during behind-the-wheel training, if applicable.

Another type of system which also is designed to create back pressure within the cylinders of the engine is called Jacobs or "Jake-brake." It serves the same purpose as the exhaust brake just discussed. Vehicles equipped with this device will have a switch located on the dash with an on and off position. Like the William's Exhaust Brake, this switch is transferred over to the throttle linkage and works only when the throttle is released. Both can be used for the same purpose, descending grades and as an aid in shifting. Both devices should be turned off when not in use. Neither one of these devices will bring a vehicle to a complete stop. They are designed as aids only.

A word of CAUTION is necessary about overuse of any additional devices such as just discussed. They do have their limitations. When traveling on roadways covered with hardpack snow or ice, there is always the possibility that when using such a device, the deceleration will be greater than the holding ability of the rear tires riding on such surfaces, which could cause the bus to slide the rear wheels, causing the vehicle to go into a skid. **QUESTIONS**

### ELECTRIC DRIVE-SHAFT RETARDER

This is a braking system that is completely separate from the service or parking brakes and does not depend upon the engine or transmission to operate. The retarder is normally located on the drive shaft between the transmission and the differential.

There will be a hand control lever mounted in the driver's compartment. Usually, the top slot is the off position. When pulling the control lever down into positions one through four, it gradually increases the braking force applied to the retarder.

The retarder works on the eddy current principle. Two opposing forces, without linings or friction, such as two mild-steel disks mounted on the drive shaft, revolve in the electromagnetic field created by electromagnets stationary in the chassis and are powered by the vehicle's electrical system.

Retarder application is controlled from the driver's compartment by the control lever which, through a relay box, connects the battery of the vehicle to the retarder's electromagnets. When pulling down on the control lever, gradually increase the electrical force to the electromagnets. Because the two steel disks mounted on the drive shaft are of an opposing force, the rotational speed of the drive shaft begins to decrease, creating a braking action.

The braking action is smooth and progressive, resulting in a comfortable ride for the passengers.

**EXPLAIN THAT OVERUSE ON HARDPACK SNOW OR ICE MAY CAUSE A SKIDDING ACTION.**

The primary function of the retarder is to add additional braking force to the vehicle when descending grades. The retarder is also beneficial when the bus is operating on wet, slippery roads, because this device will not lock the wheel if used properly and will also aid in the prevention of accidents caused by skidding. One thing that must be kept in mind is that the retarder will not bring the vehicle to a complete stop. If the bus is equipped with this device, become thoroughly familiar with its operation and limitations. There will be detailed instructions on the use of electric drive-shaft retarders during behind-the-wheel training, if applicable.

### THREE-AXLE BUSES

**EXPLAIN: TANDEM-AXLE BUS. GIVE EXAMPLE.**

Let's discuss the operation procedure for locking and unlocking inter-axle or through-drive differentials. Many three-axle, 40-foot buses are equipped with this type of differential. The operating procedure for locking and unlocking the axle is relatively simple. Located on the instrument panel there will be a selector lever marked "locked" and "unlocked." Under normal operating conditions, the selector lever should remain in the "unlocked" position. This provides a differential of variable action between the two axles which compensates for mismatched tires, uneven road surfaces, or turning corners. **QUESTIONS**. The locked position should be used only when the possibility exists that the wheels might slip because of rugged terrain or slippery road conditions.

| REFERENCE | CONTENT |
|---|---|

**POINT OUT DAMAGE IF USED IMPROPERLY. COST FACTOR.**

Never actuate the selector lever from one position to another while the wheels are slipping or spinning or while accelerating or pulling under a load. Always shift the selector lever back to the "unlocked" position as soon as the need for the locked position has passed. There will be further instruction in the proper operation of the selector lever switch during behind-the-wheel training.

## RADIOS

Many buses are equipped with public address systems, AM and FM radios, and two-way radios. Keep in mind that improper use of such equipment can be a hazard or a distraction. The following may be of some help with the recommended use, always keeping safety in mind.

Drivers should not be adjusting or using these devices while driving unless it is an emergency. Keep in mind that adjusting dials or reaching for a "mike" causes driver distraction from the roadway and requires the driver to take one hand off the steering wheel. It is obvious that extreme care and good judgment must be exercised before using these systems while driving.

## PUBLIC ADDRESS SYSTEMS

This can be invaluable in giving passengers instructions, calling their attention to a safety hazard, or correcting disciplinary problems. Some school buses are equipped with speakers mounted on the outside. Such equipment allows a driver, without ever having to leave the seat, to correct problems at bus stops, request passengers to line up or step back, etc.

While some public address systems are equipped with hand-held mikes, others have what are called stand mikes. A stand mike is usually located on the left side of the bus, in front of the driver, and permits talking into it without removing one's hands from the steering wheel.

| REFERENCE | CONTENT |
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If used properly and at the right time, the public address system can be of great value in correcting problems before they arise. **QUESTIONS**

## AM/FM RADIO

**CITE THE DISTRICT'S OR COMPANY'S POLICY ON USE OF RADIOS.**

The AM/FM radio is perhaps the most popular, mainly because it can play the music of the day, the music passengers enjoy hearing. However, while driving, the bus driver must rely on the ability to hear what is taking place inside and outside the bus. Therefore, when using the AM/FM radio, the driver must maintain a control of volume that permits the passengers to hear but does not hamper the safe driving of the bus. If the speakers for the radio are evenly distributed throughout the bus, it can be played at a reasonable volume. To have speakers mounted only in the driver's compartment creates a problem. In order for the sound to be heard in the rear of the bus, the volume of the radio would have to be turned up extremely high. Here again, good judgment must be used, and students should be impressed with the fact that safety and radio volume must go hand in hand.

Some districts have buses which are not equipped with radios but will allow their students to use portable transistor radios. Again, many problems can develop if everyone plays different stations and at times extremely loud. Therefore, there must be some ground rules covering the use of such equipment.

## TWO-WAY RADIOS

Two-way radios play an important role in the transportation business and have proved to be efficient and effective. Success depends, of course, on the type of equipment being used, the way in which the district is laid out, and weather conditions. This type of equipment is becoming common and usually is the result of some problem that developed in the past, such as bus occupants being trapped by fire or high water.

| REFERENCE | CONTENT |
|---|---|

Some basic rules and priorities for the use of radios are:

1. Emergencies
2. Route control

Operating rules must be established and adhered to so that Federal Communications Commission rules will not be violated.

Bus drivers, using buses equipped with two-way radios, must train the passengers to be quiet when the equipment is in use. Background noise causes problems both for the sender and the receiver.

The fundamentals of correct telephone usage apply also to mobile radio. Choice of words, voice volume, tone, good manners, friendliness, and good speaking habits are just as important as knowing how to operate the equipment properly. These pay off in getting the job done quickly and easily. **QUESTIONS**

Choice of Words

The words used have a lot to do with whether or not the other party will be able to understand what is said. It helps to choose words that are distinct and clear and convey a definite meaning. The "10 Code" is the most acceptable method. Do not use objectionable language.

Voice Volume

Speak directly into the microphone in a normal tone of voice. Do not shout or mumble. High-pitched voices, excitement, etc., can cause transmission distortion. **CITE EXAMPLES.**

Voice Quality

Speak clearly and slowly in a calm, well-modulated manner. Messages should be spoken in natural phrases and not word by word. Speech should be slow and clear with even emphasis on each word. Do not run words together.

Pronunciation

Pronounce words distinctly. Emphasize each syllable. Do not slur words when transmitting unusual words or numbers or when it is necessary to further identify letters of the alphabet that are difficult to understand. Use the standard, phonetic alphabet. For example, to spell "loiter," say "L - Lincoln, O - Ocean, I - Ida, T - Tom, E - Edward, R - Robert." Numbers should be given emphasis in transmission. For example, "1 - wun, 2 - too, 3 - the-r-ee, 4 - fower," etc., except that "zero" is used for 0.

Conserve Air Time

When receiving a call, answer promptly and in the manner prescribed for proper station identification. Begin speaking about one second after having pressed the push-to-talk button. Remember, what is being said is heard by everyone on the frequency. Do not extend the length of the call by looking for information that is not readily available. It will save time and make the job easier to call back when the correct information has been secured.

Avoid Frequency Interference

Before depressing the push-to-talk button to place a call, monitor the frequency to be used. The radio systems are like party-line telephones. The frequencies are often shared by more than one dispatch point in an area. Do not break into another station or mobile unit transmission. This will force the other operator to repeat. This could be a critical matter in an emergency situation.

In the operation of a base station, a person must be assigned to that job, such as a dispatcher, who must, in turn, meet the FCC regulations to operate a base station. Everything that comes over the air should be written or taped on a permanent record, which will help at later dates in case of an accident, etc. Radio codes are available from many agencies and can be adapted to any operation. For example, use codes such as

| REFERENCE | CONTENT |
|---|---|
| | 10-1 (meaning reception poor), 10-8 (meaning in service), 10-4 (meaning message received). This practice is good because numbers can take the place of a lot of words which can be easily misunderstood. |
| | **DISTRIBUTE ANY MATERIAL YOU MAY HAVE ADOPTED.** When this system is used, it should be for a definite purpose, and general use for talking about something which can wait should be discouraged. |
| | **NOTE TO THE INSTRUCTOR** |
| | **THE COMPANY THAT INSTALLED THE SETS AND/OR YOUR LOCAL GOVERNMENTAL AGENCIES (CITY, COUNTY, ETC.) THAT USE TWO-WAY RADIO SYSTEMS CAN HELP GET THE PROGRAM UNDERWAY AND DEMONSTRATE THE USE OF SUCH SYSTEMS IF THE DISTRICT OR COMPANY IS GOING TO INSTALL THIS TYPE OF EQUIPMENT.** |

## VEHICLE COMPONENTS - PRETEST AND UNIT TEST

1. The main difference between a gasoline engine and a diesel engine is the method used to ignite the fuel in the cylinders.

T______F______

2. The pistons move in a rotary motion.

T______F______

3. Three up-and-down movements of the piston are required to complete one cycle.

T______F______

4. The four main things needed for an engine to run are fuel, air, oil, and water.

T______F______

5. Excessive heat will shorten the life of a clutch.

T______F______

6. The clutch release bearing rotates when the clutch pedal is all the way up.

T______F______

7. It is unlawful to operate a bus with the transmission lever in the neutral position when the bus is descending a grade.

T______F______

8. The term "free play" is related to the clutch release bearing in the sense that the bearing needs proper clearance.

T______F______

9. Riding the clutch does little damage to the clutch release bearing.

T______F______

10. The transmission is a device in the power train to multiply the power from the engine.

T______F______

11. A driver should upshift when descending steep grades.

T______F______

12. A driver can use the transmission to slow down the bus by shifting down in gears.

T_____F_______

13. In a bus with an automatic transmission, the selector lever is the driver's control over the transmission.

T_____F_____

14. The drive shaft is located between the engine and the transmission.

T_____F_____

15. Drive-shaft guards are designed to keep the shaft from whipping through the floorboard or dropping to the ground if broken.

T_____F_____

16. The rear axle or differential is the last unit of the power train.

T_____F_____

17. A driver who switches from a bus equipped with manual steering to one equipped with power steering must make adjustments both physically and mentally.

T_____F_____

18. The term "service brake" refers to that portion of the braking system that is used in normal operation.

T_____F_____

19. Friction is used to stop or slow down the bus when the brakes are applied.

T_____F_____

20. The law requires that all buses with air brakes be equipped with low air warning devices.

T_____F_____

21. The wet tank should be drained or should be caused to drain daily.

T_____F_____

22. The air governor cuts out at 60 pounds.

T_____F_____

23. Buses must be equipped with warning buzzers that will sound when air brake pressure is between 55 and 75 pounds.

T_____F_____

24. The air wipers, air horn, and air-operated door operate from a separate storage tank protected by a check valve.

T______F______

25. Every bus driver must be instructed in the proper use of the emergency stopping system.

T______F______

26. The power to assist in pushing the brake shoes against the drums in a hydraulic braking system is created by vacuum from the engine.

T______F______

27. A low pressure or vacuum warning system, is not required on a bus unless the bus is equipped with air brakes.

T______F______

28. Vacuum helps to operate the service brakes of a bus equipped with hydraulic brakes and a vacuum booster.

T______F______

29. A bus with hydraulic brakes and a vacuum booster shall not be operated with less than 8 inches indicated on the vacuum gauge.

T______F______

30. A parking brake operated by a hand lever may be used as a service brake in an emergency.

T______F______

31. Under normal operating conditions, a hand parking brake should not be applied until the bus has come to a complete stop.

T______F______

32. Tires on a bus shall not have less than 1/32 of an inch tread.

T______F______

33. Retreaded tires can be used on the front wheels of a bus.

T______F______

34. The emergency stopping system applies the brakes on all four wheels on all buses.

T______F______

35. Your best braking effort occurs when your wheels are "locked up."

T______F______

## VEHICLE COMPONENTS - TEST KEY

1. T
2. F
3. F
4. T
5. T
6. F
7. T
8. T
9. F
10. T
11. F
12. T
13. T
14. F
15. T
16. T
17. T
18. T
19. T
20. T
21. T
22. F
23. T
24. T
25. T
26. T
27. F
28. T
29. T
30. T
31. T
32. F
33. F
34. F
35. F

# INSTRUCTOR'S MANUAL

# FOR

# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT V

## GENERAL DEFENSIVE DRIVING TECHNIQUES

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## GENERAL DEFENSIVE DRIVING TECHNIQUES

### LESSON PLAN OUTLINE

### TOPICS:

1. Basic requirements
2. Driver's seat
3. Driver's view
4. Perception factor
5. Sensor devices
6. Conditioned responses
7. Accident-prone drivers
8. Defensive driving
9. Safety circle
10. Driver condition
11. Mechanical condition of your bus
12. Following distance
13. Visual lead time
14. Reaction time and stopping distance
15. Space cushion
16. Steering and turning
17. Intersections
18. Curves and hills
19. Bicycles
20. Animals
21. Traffic symbols, signals, and signs
22. Nonverbal communication
23. Accident reviews
24. Railroad grade crossings

### OBJECTIVES:

1. Explain the basis for driver awareness.
2. Explain how a driver should respond in different driving situations.

3. Explain how the driver should respond to different highway conditions.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and films

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

### HANDOUTS:

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## BASIC REQUIREMENTS

This unit of study will cover basic driving skills, special conditions, techniques, and additional laws and regulations pertaining to the operation of a large vehicle.

## DRIVER'S SEAT

The driver's seat must be properly adjusted so that the driver can operate all the controls comfortably and have maximum vision and ample leg room. Most importantly, the driver must have an unobstructed view of the entire instrument panel. The driver must be able to accomplish these duties with the seat belt securely fastened in a normal driving position.

## DRIVER'S VIEW

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No person shall drive any motor vehicle with any object or material placed, displayed, installed, affixed, or applied upon the windshield or side or rear windows. No person shall drive any motor vehicle with any object or material placed, displayed, installed, affixed, or applied in or upon the vehicle which obstructs or reduces the driver's clear view through the windshield or side windows.

This section shall not apply to signs, stickers, or other materials which are displayed in a seven-inch square in the lower corner of the windshield farthest removed from the driver or which are displayed in a five-inch square in the lower corner of the windshield nearest the driver.

## PERCEPTION FACTOR

For many years safety experts have based most of their approaches to training and retraining drivers on the premise that if drivers will refrain from worrying or thinking of other things as they drive, they will become safer drivers. There seems to be enough evidence to

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indicate that no matter what we tell people, they still think of other things while driving -- simply because they are human beings.

There is much evidence to support the theory that the majority of experienced drivers do not devote their full conscious capacity to their driving, particularly when familiar with the road and the vehicle being operated. They spend very short periods of time consciously aware of what they are doing. The accuracy of this theory can best be established by reflecting on your own driving patterns and experiences.

There are few drivers who have not had the feeling of having just driven over a familiar section of highway only to discover they are unable to recall any mental picture of objects or vehicles recently passed.

As an illustration, select a route most frequently driven (to and from work or to and from school, the daily trip to the market, etc.) and ask yourself the following questions: Do I ever think of other things as I drive? Is there any time while I am behind the wheel that I think of nothing else but driving?

The answers to those questions are obvious, but how do we explain the fact that during those periods when our subconscious mind was apparently controlling our driving, we did not drive off the highway or into another vehicle?

## CONDITIONING THROUGH REPETITION

When we think of the subconscious mind as an automatic mechanism and apply this to accident-prone drivers, we can determine more accurately what is wrong and then teach such drivers to literally program themselves for safe driving.

There are two physical items that have been recognized for years as basic controlling factors in preventing a driver and the vehicle from becoming involved in collisions. They are: reaction time and stopping distance.

There is a third item that has been given little or no consideration, even though it may have greater importance from the standpoint of training than the other two.

It is known as the perception factor! **WHAT IS MEANT BY PERCEPTION FACTOR?** Simply stated, it is the ability to understand and become aware of something that is going to happen or is happening.

In some driving situations one driver will quickly perceive what is going to take place while another driver will fail to do so until a point where reaction time and the ability of the vehicle to stop cannot prevent an accident.

It would appear that while knowledge of reaction time and physical laws governing a vehicle in motion are important in any driver training program, the driver first must see there is something to which he or she must react.

## SENSOR DEVICES

The human body is equipped with five sensory devices which pick up and transmit information to the brain. Four of these sensors function to provide information while a person is driving (sight, hearing, touch, and smell). Sight is the primary sensing device used when a person is driving, and the other three sensors work in a secondary manner. It is significant to note that of the four senses, sight is the only one which, if missing or malfunctioning, will make driving impossible. Drivers who do not use their eyes correctly limit the information needed to analyze a given situation. This may make a proper response impossible.

## CONDITIONED RESPONSES

How people react to given situations is partly dependent upon how successful past reactions to similar situations have been. How one reacts to certain driving situations is best described as a "conditioned response" or habit. The clearness with which individuals analyze faulty or ineffective responses plays a major part in determining how effectively a correction can be made or how to remake habits. Training may tell drivers what to do or how to do it, but each driver is responsible for the actual response.

A driver's response to situations is dependent upon quick perception and correct analysis. The response may take the form of a reflex action or a combination of reflex actions and conscious analysis. In cases where drivers find themselves in unfamiliar situations, the only response triggered may simply be consciousness or awareness.

In applying the principles to be discussed in this unit, it must be remembered that bus drivers are faced with the same problems the ordinary driver is faced with, in addition to the problems created by the size of the vehicle, passenger management, etc. To be a safe and effective driver, the driver must be trained and retrained to deliberately divert attention from previous driving situations.

## ACCIDENT-PRONE DRIVERS

In cases where a driver shows accident-prone tendencies, an accident should be carefully reviewed to see if any problem or problems are common to other accidents being reviewed. Drivers involved in several backing or turning accidents may not be using their eyes correctly. Drivers involved in several situations not of their own creation (nonchargeable accidents) not only may be failing to use their eyes correctly, but also may be failing to recognize the potential of traffic situations to become emergencies. For example, another driver may violate a traffic law or rule and the bus driver is unable to avoid an accident.

Each driver who shows accident-prone tendencies should be interviewed to determine if any adverse attitudes exist. Usually, once the problem has been discovered, it can be corrected through minimal use of conscious effort.

Each driver who can be made aware of the physical limitations and capabilities of the nervous system and how it may function during driving situations will probably be able to adjust to become a safer driver.

In terms of performance, the professional bus driver has made riding a bus one of the safest means of transportation. The record of miles driven per accident is far superior to that of the average driver. Although at times the bus driver may feel under greater pressure than the average driver, he or she has learned not to develop the hazardous driving habits which cause accidents.

How has the professional bus driver been able to establish this record? In addition to meeting the required legal qualification, the bus driver has had professional driver training. The bus driver has learned to identify accident-producing hazards and conditions in traffic and has learned to take effective preventive action when accident-producing situations occur.

## PRINCIPLES OF DEFENSIVE DRIVING

Basic to the principles of defensive driving is the concept that each driver should always drive with an adequate margin of safety. Professional, safe drivers develop habits of defensive driving which give an adequate margin of safety. Because of this fact alone, they are less likely to be involved in collisions. Brief moments of inattention, minor distractions, and the majority of traffic hazards will probably not result in a driver being involved in an accident.

## DEFENSIVE DRIVING

We all know that in today's traffic and highway conditions, a driver can be doing everything legally right and still be involved in an accident. Many drivers, however, have learned from their training and experience how to drive with fewer or no accidents.

The professional bus driver is given the advantage of this additional knowledge and skills through training and the exacting requirements that are maintained for the high standard of performance. This concept of professional, safe driving involves knowing and applying the techniques of defensive driving, a concept designed for accident-free driving.

### WHAT IS DEFENSIVE DRIVING?

There are many correct definitions of what defensive driving is and what a defensive driver is.

Here are two definitions:

1. Defensive driving -- The ability to drive in such a manner as to identify accident-producing situations early enough to take reasonable and prudent action to prevent a collision
2. Defensive driver -- A driver who reaches a destination safely in spite of the bad driving habits of other motorists or adverse weather conditions

### GIVE EXAMPLES:

The key elements of these definitions are:

1. Identify potential accident-producing situations early.
2. Know the proper defensive driving action to take for each situation.
3. Act in time to prevent a collision.

## SAFETY CIRCLE

Each driver traveling down the highway must ring the vehicle with a circle of safety. Much like the early warning system used in defense

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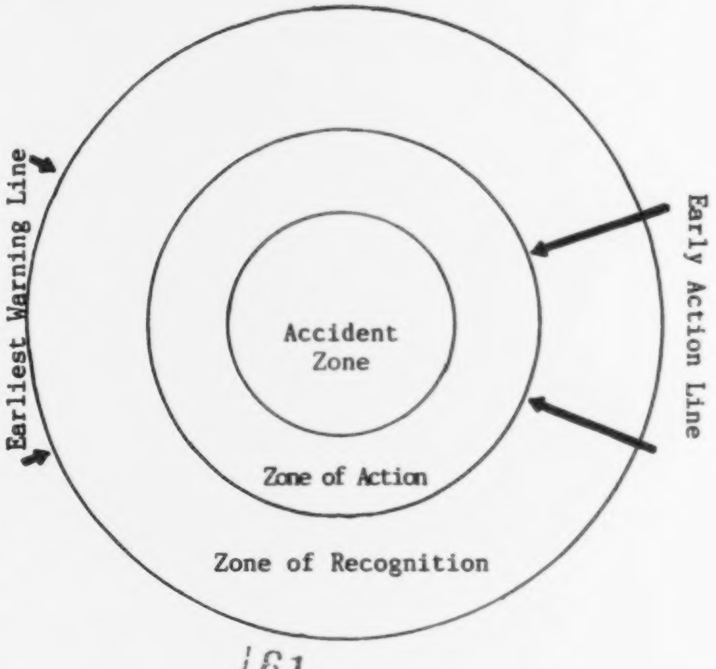
against an enemy attack, the ring of recognition must be the widest circle around the driver.

In some instances the circle which represents the Zone of Recognition may be as close as 300 feet if a driver is observing a 10-second eye lead and is traveling 20 miles per hour. In some instances this circle might be a mile or more if the vehicle is traveling at high speed in open country.

The driver's eyes must be trained to identify persons, vehicles, or objects that may conflict with travel from any direction. The driver who maximizes a personal early warning system has the most time to avoid involvement in any conflict.

A second circle rings each driver representing the earliest point at which action must be taken. Based on the messages transmitted to the brain from the driver's eyes, the motor reflex actions cause the driver to slow, turn, stop, or communicate with the other driver in time to avoid conflict.



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Again, as in the case of the earliest point of recognition, the wider the circle of action, the greater the opportunity to avoid conflict.

Having failed to recognize danger early enough or having recognized the danger and failed to act in time, the driver may place the vehicle and others in jeopardy when entering the point of no return or the accident zone.

A statement such as, "He was right on top of me before I saw him and there was nothing I could do!" should be an indication that the driver was not driving defensively.

The outer circles had to be omitted as confirmed by this driver's own statement. Everything you do in driving either adds to or subtracts from your overall margin of safety. The defensive driver instinctively recognizes this and knows that the more gradual that the speed or direction is changed, the safer one will be.

Defensive drivers look far ahead, to the sides, and to the rear, and they maintain an adequate following distance. These drivers start braking early enough to leave the majority of the braking power in reserve.

DEFENSIVE DRIVERS NEVER NEED TO MAKE SUDDEN PANIC STOPS. THEY REDUCE SPEED ON CURVES SO THAT THERE IS A LARGE AMOUNT OF AVAILABLE ROAD GRIP FOR EMERGENCIES. THEY MAKE ALL LANE CHANGES SMOOTHLY AND GRADUALLY, SO THAT OTHER DRIVERS HAVE TIME TO ADJUST TO THESE CHANGES.

"ROAD GRIP" IS DEFINED AS THE AMOUNT OF GRIP THE TIRE HAS IN RELATION TO THE ROAD.

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The driver allows extra time and space before turning and crossing in front of another vehicle and allows extra time and space for passing other vehicles on two-lane roads.

The difference between the average driver and the professional bus driver is the degree to which each understands and practices the principles of defensive driving and manages his or her margin of safety. The professional driver defines a perfect trip as a trip without error. This definition considers five types of errors: collision, traffic violation, vehicle abuse, schedule delay, and discourtesy. However, this definition is incomplete. . .

A driver can have an indefinite number of so-called "perfect trips" and still be an accident going someplace to happen because of not driving defensively and not having an adequate margin of safety.

## QUESTIONS

### DRIVER CONDITION

We must prepare for defensive driving by considering a few important points. There are several broad categories of driver conditions which can adversely affect the ability to drive a bus safely. Among these are:

1. Attitude
2. Emotional stress
3. Illness or injury
4. Alcohol and medication
5. Fatigue or drowsiness

### Attitude

## NAME A FEW THINGS THAT ARE NEGATIVE.

Is my attitude correct? Many things might happen which could send you off to work in a poor frame of mind. For example: Your wife informs you that your mother-in-law is coming to spend a few days; your car did not start this morning; or problems pertaining to bills, taxes, etc., are worrying you.

| REFERENCE | CONTENT |
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| | |

One could write an entire chapter on incidents that might send you to work with the wrong attitude; however, the important thing to remember is that many lives depend on your being in the proper frame of mind. **DO NOT LET PERSONAL PROBLEMS INTERFERE WITH YOUR DEFENSIVE DRIVING HABITS. QUESTIONS**

Emotional Stress

As a professional driver you have probably had days when nothing went right. You got a late start leaving home, you had a flat tire, there were traffic tie-ups, or weather made you late getting to work. Such things can put you under a great deal of emotional stress. Whether or not they do depends on you, the driver. You cannot always control what happens to you, but you should have control over how to react. **NAME OTHER PROBLEMS.**

If you are late arriving at work and start your run late, accept the fact that you will arrive at your destination late. By doing this, you can drive responsibly and defensively, with the proper safety margin, and arrive at your destination safely and without the effect of driving under stress. **QUESTIONS**

Illness or Injury

If you awake in the morning feeling ill, do not report for work. Because people feel they cannot afford to be off the job, they often work when they should not. This is poor practice and drivers should take into consideration that it is not fair to the parents who have entrusted them with the safety of their children. **QUESTIONS.** Illness and injury can cause stress and impair a driver's judgment. These can be dangerously distracting. **ASK FOR EXAMPLES.**

Alcohol and Medication

**GIVE EXAMPLES.**

Do not gamble with your life and the lives of your passengers! The

| REFERENCE | CONTENT |
|---|---|

driver whose judgment and performance are impaired by alcohol cannot meet the responsibilities required of a professional driver.

**GIVE EXAMPLES OF BLOOD ALCOHOL LEVEL FOR COMMERCIAL DRIVERS.**

Every drugstore sells, without prescription, many medications which may seriously affect the driver's ability to operate a bus safely. Some of the more common of these are antihistamines, tranquilizers, and barbiturates.

Antihistamines are used to relieve nasal congestion due to colds, to combat allergies, and so forth. These drugs have a depressant effect on the central nervous system and may cause you to be confused, inattentive, and drowsy. The degree of their effect on you is unpredictable. You may feel nothing, you may want to sleep, or you may even suffer genuine hallucinations. **ASK FOR EXAMPLES.**

Barbiturates, such as sleeping pills, calm nervousness and induce sleep. Even the occasional user could become drowsy and less alert. These drugs should never be used except under a doctor's instructions and never while driving.

There are many other drugs, including diet pills, which could affect a driver's ability to drive safely, and many have a warning on the label stating, "This preparation may cause drowsiness. Do not drive while taking this medication." When talking to a doctor or druggist, it is your responsibility to identify yourself as a bus driver and ask the doctor or druggist what effect the medicine prescribed may have on your ability to drive safely.

**Fatigue or Drowsiness**

As a professional driver it is your responsibility to get enough rest and relaxation so that you can start each day rested and alert. What happens when you are fatigued or tired? It is more difficult to make a proper assessment of your condition. Your judgment will be seriously affected by fatigue, drowsiness, or emotional stress. The chances of making an error in judgment are determined by your overall physical and emotional condition. **WHAT KIND OF ERRORS?**

The worst single hazard created by impaired judgment is your increased willingness to take unnecessary chances and to put yourself in accident-producing situations.

## MECHANICAL CONDITION OF YOUR BUS

**DISCUSS AND EXPLAIN.**

In addition to the preceding driver-related conditions that will affect driving ability and proper judgment, there are other things to consider, such as the overall mechanical condition of the vehicle and grade and power ability.

### Overall Mechanical Condition

Drivers must know the overall mechanical condition of the equipment. Is the bus in top mechanical shape? Will it perform as necessary? Does it have good tires, brakes, steering, windshield wipers, lights, horn, emergency equipment, etc.?

13 CCR 1215(b)

As a general rule, the driver is the first person to become aware of any mechanical defects that might develop and has the responsibility to report defects to the proper person for repairs.

### Grade and Power Ability

A driver must know the grade and power ability of the bus. Knowing such limitations is the best defense.

An important point to learn is the power ability of a bus when it starts from a standing stop. For example: Suppose a bus is on a hill and stopped at a stop sign. What is the ability of the engine to start out safely, and what gear should be selected to move the bus without stalling the engine? Not knowing the facts may cause a driver to try driving up a hill that is too steep; in addition, the bus may become

| **REFERENCE** | **CONTENT** |
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stalled in an unsafe position in the roadway.

If the vehicle has always been driven up a hill in second gear with a full load and suddenly you find that, under the same conditions, you have to use first gear, it is time to report this problem and have the engine repaired. Whenever your bus is losing power over the same run each day, the problem should be reported and corrected before more serious problems with stalling occur. **QUESTIONS**

### FOLLOWING DISTANCE

What is a proper following distance? **ASK FOR EXAMPLES.** Proper following distance is the safe distance kept between your vehicle and the vehicle in front of you. There are some items to consider in order to determine what a safe following distance is.

We must have enough space to be able to stop or maneuver gradually if a dangerous situation occurs. We must also compensate for distractions around us and mistakes made by other drivers.

Here is an easy and effective way to compute a safe following distance. For every 10 feet of vehicle length you are driving, use a one-second count. If you are driving a 30-foot vehicle, you would use three seconds.

**EXPLAIN IN DETAIL. PUT AN EXAMPLE ON THE BOARD.**

Pick a fixed object along the roadway and when the vehicle in front passes that object, start counting 1,001, 1,002, 1003. If your vehicle passes that same object before 1,003, you are following that vehicle too closely to be safe.

If you are driving a vehicle 20-feet long, you would use two seconds; and a vehicle 40-feet long, four seconds.

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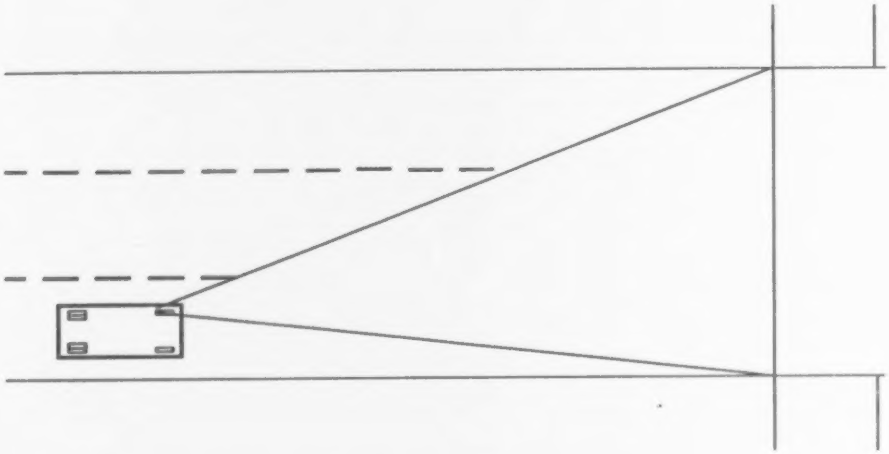
This simple method is accurate at any speed. Keep in mind the above examples are in clear weather, on a dry road surface, with an alert driver. If the weather is bad, road surface wet or slippery, and you are not at your best, allow more time. Under those conditions, the following distance should be doubled. A complete demonstration will be given during behind-the-wheel training. **QUESTIONS**

## VISUAL LEAD TIME

An adequate visual lead is necessary to choose a realistic, immediate planned path of travel. Such a visual lead allows the driver to make speed or position adjustments well in advance of possible problems. It also allows you to identify alternate paths if an emergency develops.

Visual lead time should be at least 12 seconds in city driving and may increase to 20 to 30 seconds for higher speed driving. A lead time for 12 seconds may seem long, but consider that at 30 miles per hour, a 12-second lead is approximately one block. At higher speeds, a 12-second lead would be only two city blocks ahead of your bus, explaining the need for longer sight leads.



## REACTION TIME AND STOPPING DISTANCE

Have you ever really thought about the actual time and space needed to give a professional driver a following distance that will provide an

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adequate margin of safety? Just what are the actual time and space needs for a safe following distance? Let's consider the following:

1. The driver needs time and space to see and understand what has been seen, and then decide on the best course of action. This is known as reaction time, or the time it takes to move the foot off the throttle and onto the brake once a problem has been identified.
2. The driver needs time and space to complete the action, gradually if possible, whether the action is braking, accelerating, lane changing, or turning. If the action decided on is braking, this is known as stopping distance.

Let's discuss reaction time for a moment. It takes the average person three-quarters of a second to react from the time a problem is seen to the time the brakes are applied. The three-quarters of a second average is based on people who are in good physical condition and are paying close attention to what they are doing. If a person is daydreaming or not paying close attention when a problem arises, the reaction time will be much greater.

We, as professional drivers, should know approximately how far the vehicle will travel during three-quarters of a second. If the vehicle is traveling at 35 mph, it will travel about 38 feet in that three-quarters of a second. That distance is the length of a Type 1 bus.

A driver can compute the distance traveled, during reaction time, very quickly and simply. Take the first digit of your speedometer reading and add it to your total speed.

**PLACE CHART ON BOARD AND EXPLAIN.**

This will give you the distance traveled in feet. For example:

35 mph + 3 = 38 feet in 3/4 second
45 mph + 4 = 49 feet in 3/4 second
55 mph + 5 = 60 feet in 3/4 second

You might note that, if a coach-type vehicle is traveling at 55 mph, it takes almost two bus lengths just for reaction time.

Getting the foot off the throttle and onto the brake is only half the problem. To the reaction time distance, we must add how far a vehicle will travel after the brakes have been applied. This is known as braking distance. **QUESTIONS**

Let's look at some braking distances and total stopping distances for large buses. **QUESTIONS**

| MPH | Feet (per sec) | Reaction Time (seconds) | Reaction Distance Traveled (feet) | Stopping Distance (after applying brakes) | Total Stopping Distance |
|---|---|---|---|---|---|
| 5 | 7.3 | .75* | 5.5 | 1.2 | 6.7 |
| 10 | 14.6 | .75 | 11.0 | 5.0 | 16.0 |
| 20 | 29.3 | .75 | 22.0 | 20.0 | 42.0 |
| 30 | 44.0 | .75 | 33.0 | 45.0 | 78.0 |
| 40 | 58.6 | .75 | 44.0 | 80.0 | 124.0 |
| 50 | 73.3 | .75 | 55.0 | 125.0 | 180.0 |
| 60 | 88.0 | .75 | 66.0 | 180.0 | 246.0 |
| 70 | 102.6 | .75 | 77.0 | 245.0 | 322.0 |

* or 3/4

Coefficient of friction = 65%

These figures were compiled from results of extensive testing on a clear, dry road surface. The test vehicles had properly adjusted brakes and correctly inflated tires. If any of the above items are not in good condition, the braking distances will be greater.
Remember, if adverse weather conditions exist, the stopping distances will be greatly increased. To compensate for these adverse conditions, the following distances must be longer. **QUESTIONS**

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## SPACE CUSHION

Do you realize it is also important to have a space cushion when the vehicle is not moving? When starting off from a stop or a loading zone, wait until the bus or car ahead has moved forward at least one vehicle length before starting to roll.

**DRAW DIAGRAM ON BOARD.**

A built-in space cushion occurs when the driver can view the rear tires of the vehicle ahead touching the ground when stopped. This cushion gives the space needed for any emergency, such as a rollback, or if someone makes the mistake of putting a vehicle in reverse and backing up. This cushion also allows time to take defensive action, such as sounding the horn to let the driver know your vehicle is behind.

If the vehicle in front has a mechanical failure, there should be enough space, when traffic permits, to move around that vehicle without having to back up. Also, if your bus is "rear-ended," you should be in control and not hit the vehicle in front and thus, help avoid a "chain reaction" type accident. **QUESTIONS**

## STEERING AND TURNING

We will discuss right and left turns as well as lane changes, and we need to learn something about steering a vehicle.

We should ask ourselves **WHAT ARE WE DOING WITH THE STEERING WHEEL?** Most respond, "I'm steering the front wheels." This is not in a sense the correct answer. The correct answer is, "I'm steering the rear axle." It is a fixed unit and the movement of the steering wheel directly affects the rear axle.

Each vehicle has what is known as turning points. Each different vehicle will have different turning points, and the driver needs to

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know what the correct turning points are for each vehicle that is driven. This will allow the driver the ability to properly turn the vehicle in any situation. There will be more about this during the behind-the-wheel training.

We cannot overstress correct mirror use prior to and during a turning maneuver. You cannot see what the rear axle is doing unless you look at it. When making a turn, the driver is concerned about the front of the vehicle but must also be concerned with the rear axle. What the driver does with the front steering axle reflects what happens to the rearmost axle. Anyone can steer the front axle around a turn, but it takes a professional to bring the rear axle safely around the turn.

Statistics show the greatest number of accidents occur in turning because of improper mirror use and poor judgment. First, we will discuss the term "wheelbase" and see how it relates to turning accidents.

Defensive driving involves the ability to steer correctly. A driver who correctly performs right and left turns will help prevent accidents. First, learn the limitations of the turning radius of the bus. This varies somewhat on all buses. **DRAW WHEELBASE DIFFERENCE ON BOARD.** There is a significant difference between the coach-type bus and the conventional bus. This difference is due to the total length of the vehicle and the different length of wheelbase.

What is meant by wheelbase? Wheelbase is the distance from the center of the front wheel to the center of the rear wheel. This will always be measured in inches. A bus with a short wheelbase will, for the most part, be able to make a turn within a much smaller space than that of a bus with a long wheelbase.

Another point to remember in considering turning radius is the fact that in conventional buses the front wheels are ahead of the driver and thus steering for right and left turns, must be made sooner than for

| **REFERENCE** | **CONTENT** |
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| | coach-type buses, which have the front wheels behind the driver. |
| | When planning to change the course of direction in which you are traveling, first take defensive action to prevent having an accident and let other people on the roadway know, beforehand, when you intend to make a turn. |
| | Look and determine if a turn can be made safely. Use the mirrors on both sides of the bus to see if there are other vehicles coming from the rear or which are already alongside your vehicle. After these precautions have been taken, signal for the turn by using the turn signal indicators. |
| | Even though the turn signal lamps have been turned on, always remember to check traffic again just before and also during the time when making the turn. Remember, if a car has passed the rear of the bus prior to the time the signal lamps were turned on, the driver will be unable to see your signal. |
| | A good defensive practice when thinking right turn is to look first into the right mirror, then rearview, left mirror, and then back into the right mirror before making the turn. |
| | It is always good practice to look twice. If a left turn is in mind, look into the left mirror first, rearview, right mirror, and back to the left just prior to the turn. |
| 22108 VC | Also, do not give a signal too far in advance of the point at which you intend to turn. If traveling in the right lane of a roadway that has several connecting streets and driveways which are separated by a distance of 100 feet or less and the intended right turn is into the second street or driveway but the signal is given before the bus has even reached the first street or driveway, you could cause an accident. **SHOW EXAMPLES.** |

A motorist approaching from in front would probably think the intended turn is into the first street and could cut in front of the bus when arriving at the second street causing you to either make a panic stop or have an accident.

More bus accidents result from right turns than from any other turning maneuver. With that thought in mind, let us consider some probable reasons.

**ILLUSTRATE.**

A right-turn "squeeze" collision is one in which another vehicle, pedestrian, or bicycle is trapped between your bus and the curb while in the process of making a right turn.

A driver usually has a right turn accident because of one or two basic reasons. The first is: The driver did not block off the right side adequately so that no other vehicle could use the space between the bus and parked cars or the curb.

The other reason is: If the right side could not be blocked off, the driver either did not check the right mirror at the proper time or the mirrors were not set so that the danger area was visible. **QUESTIONS**

Right Turns

Some basic rules to follow in making right turns are:

**DRAW A DIAGRAM ON BOARD. SHOW EXAMPLES OF RIGHT TURNS**

1. Do not allow another vehicle enough room to get between your bus and the curb.
2. When thinking of moving to the right, look to the right at least twice before the signal is given, and remember the law requires the directional signal to be given at least 100 feet before the turning maneuver is begun. After the signal has been given, look again to the right both before

and also during the actual turning maneuver.

Most buses, including long-wheelbase conventionals, can begin turning within two to three feet of the curb without touching the right curb when rounding the corner.

If making a right turn into a narrow street, you may have to drive on the left side of the street you are turning into, until you are able to get back onto the right side of the roadway. This is proper, but it should be done with extreme care.

**ILLUSTRATE.**

Never cross the center line of the street you are turning from; do so only on the street turning into. If necessary, stop during the turning maneuver to give the right-of-way to oncoming traffic.

### Left Turns

Left turns present some peculiar problems and require the following procedures:

1. Have the vehicle under control.
2. Keep the speed slow enough to stop, if necessary.
3. Give the signal at least 100 feet before a turn is to be made.
4. Drive in the correct lane or as near the center of the roadway as is safe to do.
5. Make a gentle turn, ending up in the correct lane after the turn is completed. **DO NOT CUT CORNERS.**
6. Beware of any vehicle approaching from the left or one which has stopped to allow you to proceed. Watch that vehicle. It may move up too close, cutting down your turning zone. Always watch the vehicles to the left when preparing for a left turn and also while in the process of making the turn.
7. If stopping in an intersection to allow oncoming traffic to clear before making a left turn, keep your wheels facing

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straight ahead. Should the bus be hit in the rear, you will not be knocked into opposing traffic. **EXPLAIN WHY.**

8. If more than one lane is designated as "left turn only," the bus should be in the number two lane to keep other turning vehicles on the left of the bus. The driver must be careful of the overhang at the back of the vehicle and must also check the right mirror. **ILLUSTRATE.**
9. Get the big picture. Pedestrians in crosswalks have the right of way and may cause vehicles in front to stop suddenly. **QUESTIONS**

## INTERSECTIONS

365 VC

An intersection is the area embraced within the prolongations of the lateral curb lines, or, if none, then the lateral boundary lines of the roadways, of two highways which join one another at approximately right angles, or the area within which vehicles traveling upon different highways joining at any other angle may come in conflict. This also applies to streets and/or roadways.

Whenever two or more vehicles occupy the same space at the same time, you have a conflict. That is why most accidents occur within intersections. A defensive driver learns the general rules of the road to prevent such conflicts.

### Unprotected Intersections

Let's discuss some of the different types of intersections you may encounter. They are called "protected" and "unprotected."

An unprotected intersection is one where there are no devices to control traffic from any direction. These intersections are mainly in residential areas and on some rural roadways. These intersections are dangerous at times because of the limited visibility, which may be caused by buildings, trees, brush, agricultural growth, or weather conditions. In any intersection, if the visibility is limited to 100 feet

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| 22352 VC | or less, the speed through that intersection is 15 miles per hour. Extreme caution is the key to providing a safe crossing. |
|  | Protected Intersections<br>Protected intersections are intersections protected by control devices or traffic control signals. |
| 440 VC | Official Traffic Control Devices<br>An "official traffic control device" is any sign, signal, marking, or device placed or erected by authority of a public body or official having jurisdiction for the purpose of regulating, warning, or guiding traffic. |
| 377 VC | At all intersections in which a stop is required, there will be a limit line which is a solid white line not less than 12 nor more than 24 inches wide, extending across a roadway or any portion thereof to indicate the point at which traffic is required to stop in compliance with legal requirements. |
|  | One more item to be discussed before continuing is pedestrian crossings. All intersections have pedestrian crossings which can be either marked or unmarked. We need to be aware of pedestrian right-of-way. |
| 600 VC | Another intersection situation that has serious accident-producing consequences deals with a "through highway," which is defined as a highway or portion thereof at the entrance to which vehicular traffic from intersecting highways is regulated by stop signs or traffic control signals or is controlled when entering on a separated right-turn roadway by a yield-right-of-way sign. **ILLUSTRATE AND EXPLAIN.** |
|  | Let's go back to the intersection protected by control devices and talk about some defensive driving skills. Posted stop signs are used in most cases. These could be four-way stops or, on a through roadway, a |

two-way stop. Four-way stops usually do not pose too much of a problem. As professional drivers we should always be cautious and give the right-of-way to any vehicle that reaches the stop sign at the same time as we do. Some people do "blow stops signs." If a vehicle is approaching and you are not sure that it will stop in time, do not move until you are sure the vehicle will stop.

Whenever possible, try to get eye-to-eye contact with the other driver before starting forward.

In dealing with a through highway, in a two-way stop situation, again use eye-to-eye contact with the other driver, if possible. If you have the feeling the stopped vehicle is going to pull out in front of you, use your horn! Let the driver know you are there. Having our headlights on during daylight hours does help to keep this from happening because people cannot judge the speed of a vehicle in this situation and they will stay put. Another defensive move would be to get off the throttle and cover your brake so you will be ready if something goes wrong.

Let's discuss the traffic control signals. There are many different setups for light control devices, but all serve the same purpose, to control traffic in all directions. We are talking about what is referred to as stacked lights, red, amber, and green. We all know they mean, stop, caution, and go. **DISCUSS YOUR OWN LOCALLY CONTROLLED INTERSECTIONS, AS NECESSARY.** Some of these devices are operated by a timing device, and others are operated by traffic flow or demand control devices.

Intersections Controlled by Traffic Lights

When approaching an intersection, never trust your ability to time a light change. Look ahead at least one block to read the traffic light. When you first see the light and it is green at that time, it is considered a stale green light which may change at any time. If you see the light change to green, it is referred to as a fresh green light. In

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the event you are approaching this situation, do not bank on the light staying green when you approach the intersection. In any case, always be on the defensive and be prepared to stop, if necessary.

When approaching a green light which turns amber when you enter the intersection, do not pull a panic stop. **Go through**. If you make a panic stop, traffic behind you may not be able to stop and a rear-end collision may occur. If the amber turns to red and you are already within the intersection, you still have the right to proceed to clear the intersection before cross traffic can proceed.

Many accidents are caused by drivers who charge light-controlled intersections. When following other vehicles into an intersection, keep proper following distances. In the event the driver of the vehicle you are following overreacts to the traffic light change, you will have enough room to stop.

Point of Conflict at Intersection
Let's take a simple two-lane, two-way intersection and examine some of the ever-present dangers.

When driving straight through one of these intersections, there are six potential points of conflict that may occur with another vehicle. They are: **ILLUSTRATE EACH ON THE BOARD.**

1. A vehicle crossing an intersection from the left. This is why you should look first to the left and then to the right as you approach the intersection to make sure the way is clear.
2. The oncoming vehicle that is turning left across your lane.
3. The vehicle approaching from the right and turning left across your lane.
4. The through vehicle approaching from the right.
5. The right-turning vehicle approaching from the right.
6. The left-turning vehicle approaching from the left.

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There are also two other points of possible vehicle conflict to consider: another driver making an illegal right turn which is too wide or an illegal left turn which cuts the corner. **ILLUSTRATE.**

There are also pedestrians and bicycles to contend with. Remember, pedestrians have the right-of-way at intersections where streets join at approximate right angles whether or not the streets are marked by painted white lines.

As you can see, uncontrolled intersections are potentially dangerous.

**QUESTIONS**

## CURVES AND HILLS

With the ever-increasing amount of freeway driving, people sometimes forget that a two-way road is not a freeway. When this happens, they may pass on hills, turns, etc. The driver of a large vehicle must be prepared to cope with such mistakes made by other drivers. For instance, when approaching a hill on a two-way road, follow these procedures:

1. Just before topping the crest of the hill, slack off the throttle.
2. Move as far to the right edge of the roadway as is safe.
3. Be prepared for the car or truck that could be making a bad pass.

The driver who charges and tops the hill under full power without taking defensive action is courting trouble.

Another hazard is the slow-moving vehicle coming up a hill while you are going down or topping the hill. In these cases, expect cars following the slower vehicle to suddenly try to pass. **ILLUSTRATE.**

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When driving in areas where there are curves, there are some basic laws of physics we are subject to, such as momentum, gravity, friction, and centrifugal force.

How much friction effectiveness you can count on when in a curve depends on several things: conditions of road surface, amount of tire tread, composition of road surface, angle at which the curve is banked, and speed. Speed is the only factor the driver has control over while in that curve.

When entering a curve, the bus has a tendency to continue in a straight line. The force that pushes the bus away from the center of the turning radius is called centrifugal force. **ILLUSTRATE AND EXPLAIN.**

When steering around a curve, gravity and friction try to overcome the centrifugal force, and they can if you help. If you give this force some help by going too fast, the one factor you can control, the centrifugal force can overcome the gravity and friction, and you will find yourself skidding off the road or in the path of oncoming traffic, depending on which way the curve runs.

Think how much you help centrifugal force if you have too much speed, bad tires, or are traveling on wet or icy roads, gravel-surfaced roads, or bumpy roads.

The judgment of the person behind the wheel will determine if the vehicle will enter the curve safely or at a speed likely to make it go out of control. Pay attention to posted speed signs on curves and remember they are based on good visibility and weather conditions. Here are some additional points to remember: When approaching a curve and it is necessary to brake, do so before entering the curve. Avoid braking in the middle of a curve, if possible.

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## BICYCLES

In covering traffic conditions, we mentioned bicycles. It is doubly important to use defensive driving techniques while driving in and about bicycle traffic because these accidents often are fatal to the cyclist.

Bicycles are classified as vehicles, and cyclists are expected to obey the same traffic rules and regulations as do vehicle operators. Such rules include keeping to the right, using signals, and obeying all traffic signs and signals.

However, most cyclists are children and they may not know nor obey the rules. Therefore, we must protect them by slowing down, tapping the horn, and allowing them ample room when overtaking or passing them. Particularly watch for cyclists getting between the bus and the curb.

When a cyclist is riding between the bus and a row of parked cars, be sure to watch for a motorist starting to pull out or someone opening a door into the path of the cyclist. This can cause the cyclist to fall toward or under the vehicle. Cyclists are usually riding a foot from instant death. Think about it!

Many children who live within walking distance of their school ride their bicycles. Therefore, as bus drivers we are likely to encounter many bicycles during our daily routes.

If at all possible, when sufficient clearance is lacking, keep the cyclist in front of the bus until there is sufficient room for the cyclist to pull over and allow the bus to pass. Keep in mind that, when passing, you will lose sight of the cyclist.

When passing from any angle, always try to get eye-to-eye contact between yourself and the cyclist. This can be done by a friendly tap on the horn.

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Cautions: Use common sense when sounding the horn near a cyclist. If close to the rider, think about the effect the horn will have. If you wait until you are very close and blow the horn, the cyclist could become startled or confused with tragic results.

Look out for cyclists trying to hook a ride by holding on to the side or back of the bus to be pulled along. This has happened.

School bus
SPAB

## ANIMALS

A word of warning should be given about the problems of animals. Bus drivers always have problems with dogs. Where there are children, there are dogs. Instruct students to keep pets away from the bus stop so animals will not get under the wheels of the bus. Watch closely when bringing children home at the end of the day, because some dogs lie and wait for their masters to come home.

Another hazard occurs when the bus passes a rider on horseback. Be sure to give them a lot of room. The size of the bus may startle the horse, leading to an accident. **DISCUSS ENGINE NOISE AND USE OF HORN.**

Deer are a hazard in some parts of the country. When one crosses the road in front of the bus, always look to see where it came from because these animals usually travel in groups.

## TRAFFIC SYMBOLS, SIGNALS, AND SIGNS

Many drivers have never realized there is a definite pattern to traffic signs related to such things as their shape and color. Being able to identify signs by their shape and color while still some distance from them gives us a clue of what to expect and is a good example of "driving ahead."

An octagonal sign with white letters on a red background means just one thing--STOP. A diamond-shaped sign is a warning of something ahead; for example, a curve, steep hill, signal ahead, or narrow bridge.

The "message" is in black on a yellow background. A yellow round sign with a black diagonal cross warns of a railroad crossing ahead. A downward-pointing, triangular-shaped sign indicates a YIELD situation and assigns the right-of-way to traffic on certain approaches to an intersection. YIELD signs are red and white. A triangular, or pennant-shaped sign also is used on two-lane roads to indicate a NO PASSING ZONE. This sign, positioned on the left side of the roadway, is black and yellow with the tip of the triangle pointing to the right. Rectangular signs are used for regulatory information (speed limits, parking regulations, for example) and for guidance information, such as distances to cities.

We are all familiar with "traffic lights," or "stop lights" as they are popularly known. However, we should be aware of the increased use of green arrows in the lights for improved traffic control. On some multilane roads a green arrow(s) lights up to indicate that traffic in one or more lanes can move or make a turn, even though a red light or red X says that other lane(s) must remain stopped. But remember, green arrows are not a blanket approval to move on. The driver must proceed only with due caution, yielding the right-of-way to vehicles or pedestrians within the intersection.

Many urban roads and expressways, and even bridges, use reversible-lane traffic control to handle the rush-hour traffic. Even though the roadway is divided equally with marked lanes, a red X over a lane means no driving in that lane at that time, while a green arrow means it is all right to drive in that lane. Signs are posted to warn drivers what hours and days such systems are in effect.

Pavement markings are a supplement to traffic signs and signals and form an important "sign language" in traffic control. They serve as an effective way to communicate information to drivers without diverting their attention from the roadway. As with traffic lights, we should all be familiar with the meaning of pavement markings. Unfortunately, there still are too many drivers who seem to forget that a solid yellow line on their side of the road or lane means do not cross.

The basic message of the new signs is carried through pictures or graphic symbols. For example, a picture of a truck within a circle with a diagonal slash through it means "no trucks." Information concerning such things as animal crossings, school and hospital zones, or divided highways also is conveyed by graphic symbols. The shape of the signs remains the same, with the addition of a pentagon being used to indicate a school zone area. In many instances the new symbolic signs also carry the message in words on a separate sign below the picture, but the pictures are such that the "message" usually can be easily understood even if words are not used. A few of the new international road signs are shown here to give an idea of what everyone in the U.S. will eventually be seeing along roadways.

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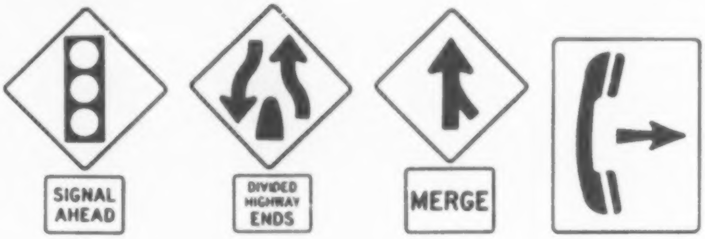
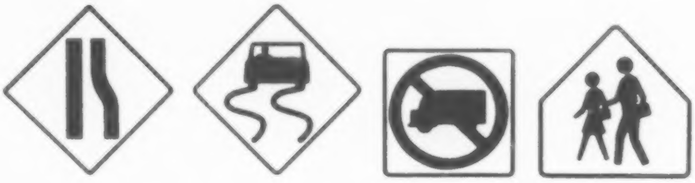
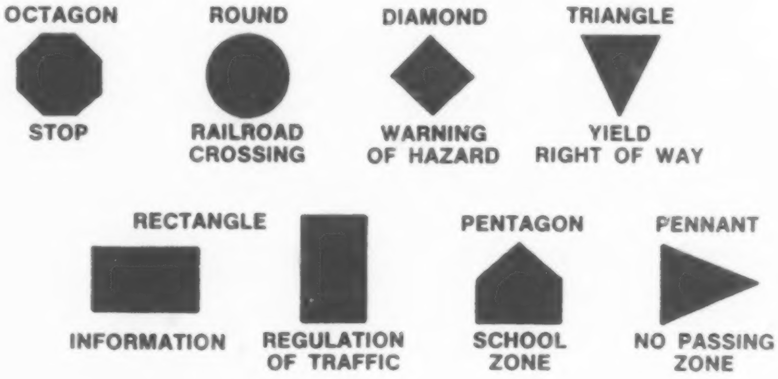
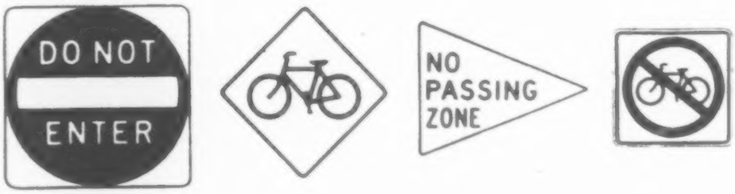
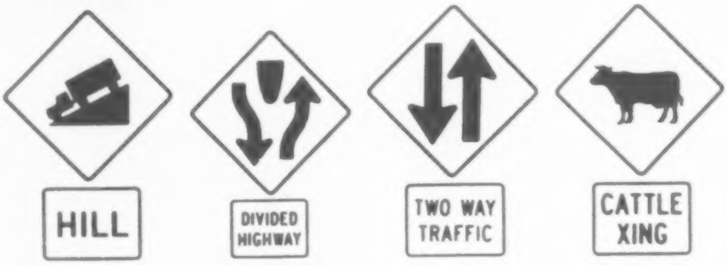

SIGNAL AHEAD
DIVIDED HIGHWAY ENDS
MERGE




OCTAGON
STOP
ROUND
RAILROAD CROSSING
DIAMOND
WARNING OF HAZARD
TRIANGLE
YIELD RIGHT OF WAY
RECTANGLE
INFORMATION
REGULATION OF TRAFFIC
PENTAGON
SCHOOL ZONE
PENNANT
NO PASSING ZONE


DO NOT ENTER
NO PASSING ZONE


HILL
DIVIDED HIGHWAY
TWO WAY TRAFFIC
CATTLE XING

Color plays an important part in the new road signs. Red continues to be used to indicate STOP or to indicate that some movement is not allowed; for example, DO NOT ENTER or WRONG WAY, and for parking prohibitions. Blue is used for informational signs telling of motorists' services; for example, fuel, food, camping, rest areas, or police services. Brown is used as the background color for signs relating to recreational areas or points of cultural interest. Road construction and maintenance signs have orange as the background color, while green is used for mileage signs and for parking regulations. Black on white continues to be used for regulatory signs.

NONVERBAL COMMUNICATION

Although there are signs, signals, and markings to cover just about all the instructions and information motorists need to know, it is still important that drivers convey their own messages to each other. Signaling for turns and lane changes is mandatory. Most drivers use the car's turn indicators, but occasionally, to reinforce the message (or if the indicator is temporarily out of order), we can revert to the standard hand symbols--left arm straight out for a left turn, down for slow or about-to-stop, and up for a right turn.

Tapping the brake pedal once or twice in advance, if time allows, serves as an extra warning to the driver behind, especially if the driver is tailgating, that you are about to slow down and stop. Four-way flashers say, "Take care: I am disabled," or "There is a hazardous situation here."

Finally, there is that old standby but still very effective traffic control system, the traffic police officer whose instructions to stop, move, or turn supersede other traffic signs or signals.

We have covered in driving skills and defensive driving many points you should know for the purpose of accident prevention.

Let's now cover some school bus accidents that have happened that relate to the material we have covered. These are accounts of actual accidents. You determine if they were preventable and tell me what the driver should have done.

The following examples were designed primarily for school buses; however, any bus type can be substituted for the school bus.

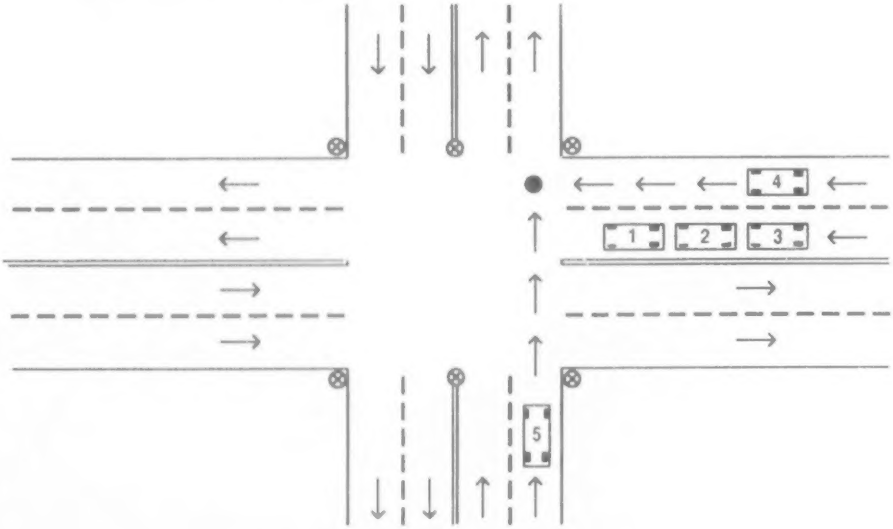
**NOTE TO THE INSTRUCTOR**

**IN A POSITIVE WAY DISCUSS ACCIDENTS THAT HAVE HAPPENED IN YOUR AREA. THEY ARE VERY MEANINGFUL TO YOUR STUDENTS, BUT YOU CAN RUN INTO TROUBLE IF FINDING FAULT WITH LOCAL DRIVERS. ADD ANY DEFENSIVE DRIVING PROBLEMS OR TECHNIQUES THAT ARE PECULIAR TO YOUR AREA.**

ACCIDENT REVIEWS

Let's discuss an accident that cost a school bus driver his license. See if you agree.

**DRAW AND EXPLAIN CASE 1.**



Vehicles 1, 2, and 3 were waiting for a green light when vehicle 5, having had the green light in its favor, proceeded into the intersection at a slow rate of speed. Just as vehicle 5 entered the

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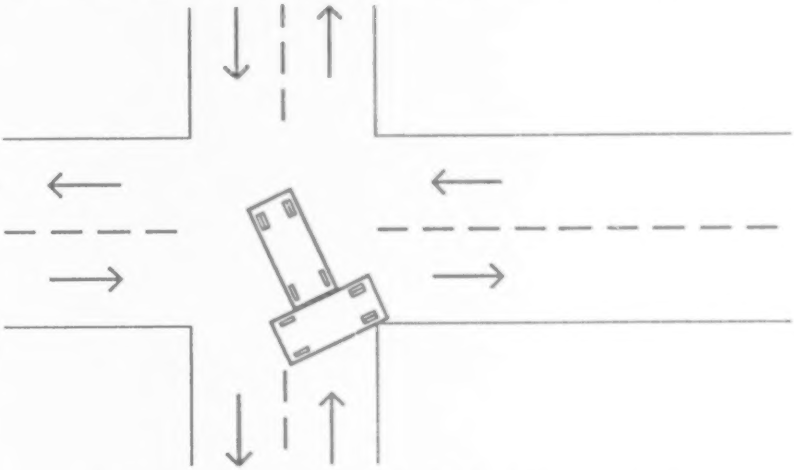
intersection, the light turned amber and then red before it reached the halfway mark. The driver of vehicle 1, which was a small delivery truck, saw the situation vehicle 5 was in and stayed put to let the driver of vehicle 5 finish his crossing. During this time, the driver of the school bus (vehicle 4) was timing the light change and dropped down in lower gear while moving toward the red light, waiting for it to turn green so he could get the jump on vehicle 1. He did not see vehicle 5 until they collided.

It is possible to see the events leading to this accident. Vehicle 1 blocked the view of vehicle 5, and the lack of defensive driving on the part of the school bus driver was a definite contributing factor to the accident.

**WAS THIS A PREVENTABLE ACCIDENT?** The lesson learned here is, whether or not a light is in your favor, always approach with extreme caution and wait for vehicles ahead of you to move into the intersection first before you enter. Never try to time a light.

**QUESTIONS. DRAW AND EXPLAIN CASE 2.**

Here is another intersection accident. You be the judge of this one to see what, if anything, the school bus driver could have done to prevent it.

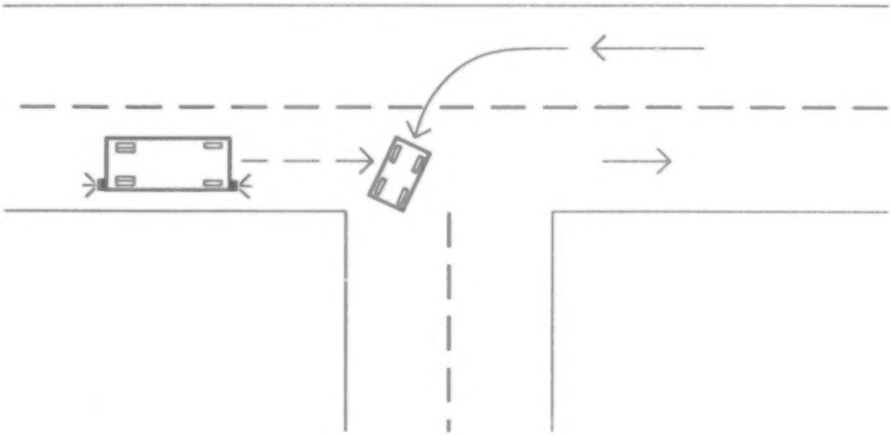


This was an unprotected intersection, and visibility for either driver was unknown. The truck came into the intersection without any brakes. The school bus driver made an attempt to get away from its path, and the truck driver did try to turn away from the bus. The result was a collision with 28 injuries on the school bus. During the impact, the rear emergency door of the bus blew open and 11 of the 28 children were thrown out on the ground.

Could this accident have been prevented? **ASK FOR SUGGESTIONS.**

**DRAW AND EXPLAIN CASE 3.**

Accidents frequently happen because we do not cancel our directional lights when we are through with them. This one was very simple, but it did cause serious injury to those in the car.



The driver of the car saw the directional lights on the bus and expected it to turn to the right. He pulled in front of the bus, anticipating that it would slow down before it made the turn, but the bus driver had just come off the freeway without canceling the turn signal. The bus continued straight ahead and hit the car.

Preventable or not? We must learn to watch directional lights and cancel them when they have served the purpose for which they were intended.

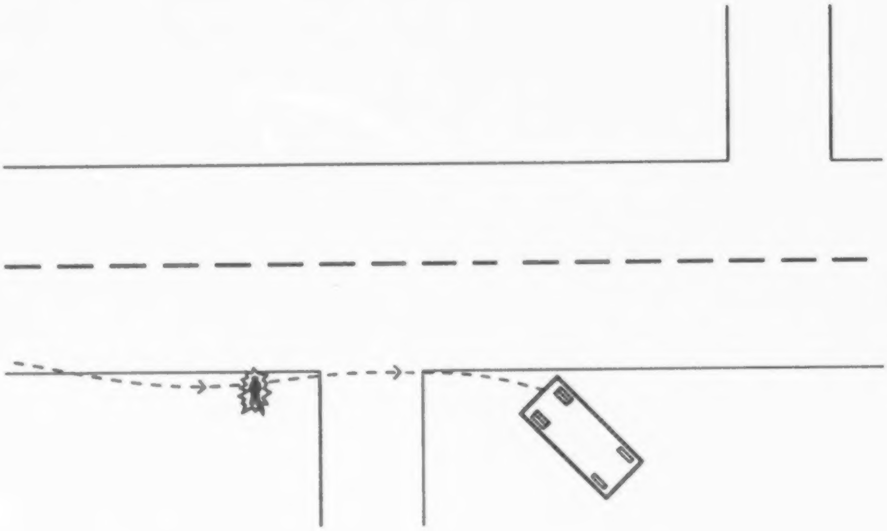
### DRAW AND EXPLAIN CASE 4.

An accident occurred in a northern section of California involving a school bus with 24 children aboard. A conventional Type 1 bus was northbound on a two-way paved road.

Two boys, sitting directly behind the driver's seat, were involved in a game of "stare-down" when one boy waved his hand in front of the other boy's face in an attempt to get him to blink his eyes. This activity caught the attention of the bus driver who, in an attempt to correct the boys, took the following actions.

While the bus was still in motion, the driver removed her left hand from the steering wheel and attempted to reach back and correct the boys. In doing so, her right hand pulled the steering wheel to the right, causing the bus to leave the roadway and enter a ditch. The bus struck a large rock in the ditch, causing a student, sitting in the rear of the bus, to be thrown across the bus and out through a window. The boy landed on the ground near the ditch. The bus continued into a culvert, up over a driveway, and back down into the ditch, where it struck a power pole. It finally came to rest on its right side behind the power pole. The bus had traveled a distance of 63 feet from the time it left the roadway. Seven students, including the boy who was ejected from the bus, sustained injuries as a result of this accident. It is interesting to note that at the time of the accident this northbound bus had just passed another southbound school bus.

| REFERENCE | CONTENT |
|---|---|



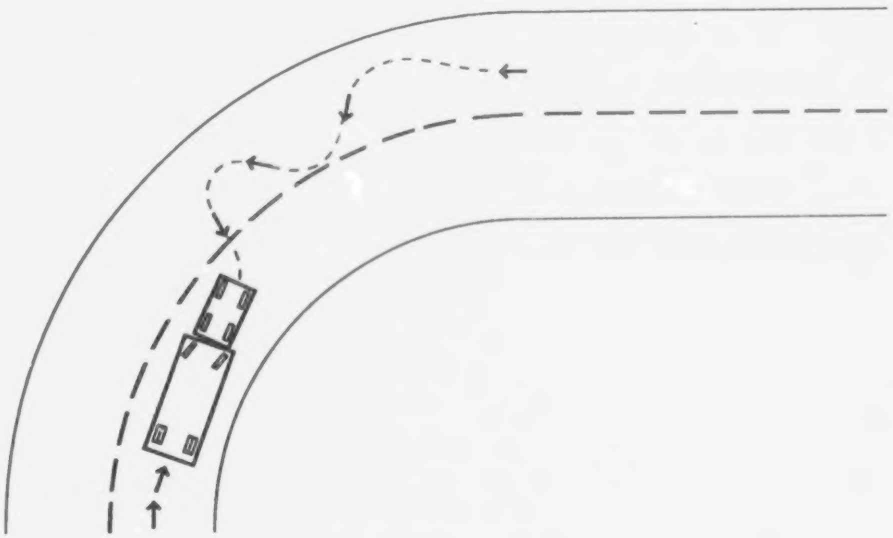
Preventable or not? The driver in the above case should have brought her bus to a stop safely off the roadway and then corrected the students. The students playing on the bus plus a bad move by the driver were the factors causing this accident.

Never correct students while the bus is in motion. Be certain the activities of the students warrant stopping the bus for corrective actions. Remember, most disputes between students can be handled when the bus arrives at a regular stop or at the school. When there is trouble on the bus, the driver must make a decision as to what action will be taken and then do it in a safe manner. The driver should not allow the actions of one or two students to distract his or her attention. Such distractions can be the cause of a serious accident.

**DRAW AND EXPLAIN CASE 5.**

**Mountain Driving Accident**
Another school bus accident claimed the lives of four people as a result of a head-on collision.

This accident occurred on a curve in mountainous terrain. The school bus, southbound in the proper lane of the roadway, was met by a northbound car. A slight rain was falling, and suddenly the northbound vehicle lost control, caused by road conditions and excessive speed for the rainy weather. The northbound vehicle skidded across the white line and struck the bus head-on. The school bus was traveling at a speed of approximately 40 miles per hour, but the speed of the car is unknown. The result was that four people in the auto died and two passengers in the school bus were slightly injured. Following is a diagram of this accident:



**REFERENCE** **CONTENT**

What can be learned from this accident? Was it preventable or not? The bus driver was not deemed at fault in this case. But again, this accident points out that when driving on hilly and winding roadways, drivers should drop their speed to fit the road and weather conditions and should always be on the alert for the unexpected to happen. Remember, there is always the possibility of meeting a vehicle on your side of the roadway. If this happens, be in command of your vehicle, pull as far to the right side of the roadway as is safe, and try to stop.

## RAILROAD GRADE CROSSINGS

22452(a,b,c) VC

(a) The provision of subdivisions (b) and (c) of this section shall apply to the operation of the following vehicles:

Any bus carrying passengers;

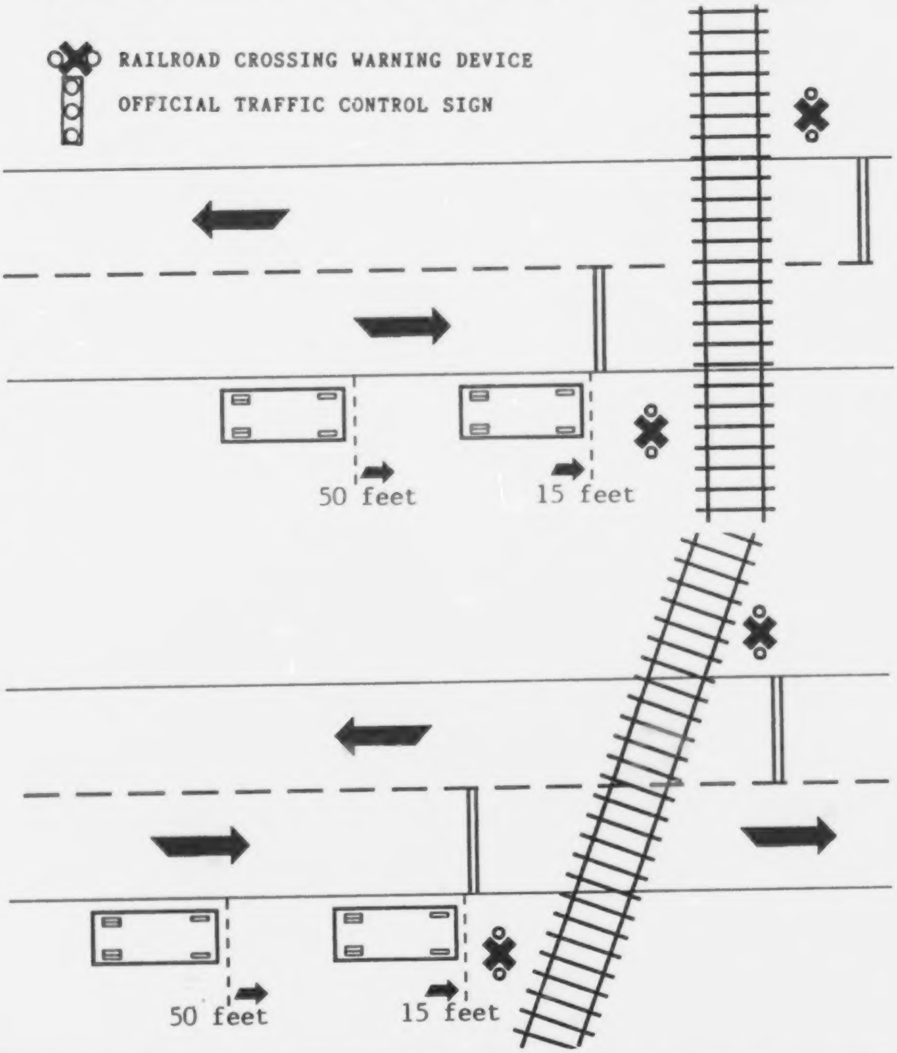
Any school bus and any school pupil activity bus transporting school pupils, except as otherwise provided in paragraph (4) of subdivision (c).

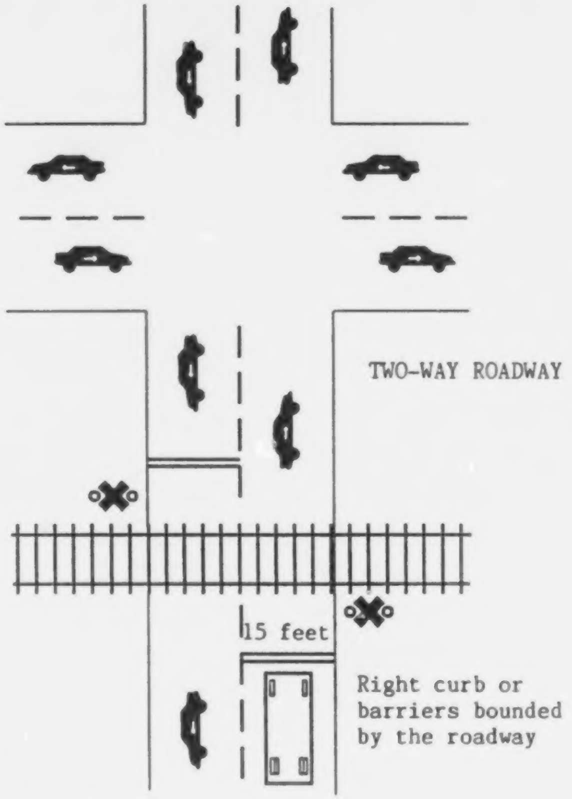
(b) Before traversing a railroad grade crossing, the driver of a vehicle described in subdivision (a) shall stop such vehicle not less than 15 nor more than 50 feet from the nearest rail of the track and while so stopped shall listen, and look in both directions along the track, for any approaching train and for signals indicating the approach of a train, and shall not proceed until he can do so safely. Upon proceeding, the gears shall not be shifted manually while crossing the tracks.

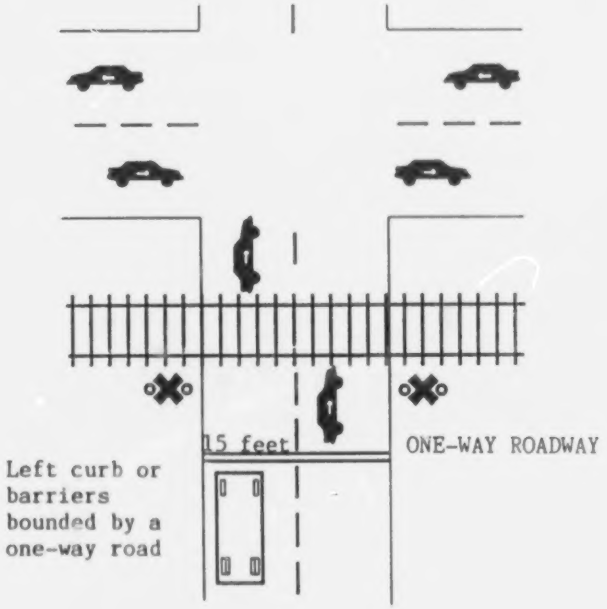
(c) No stop need be made at any crossing:

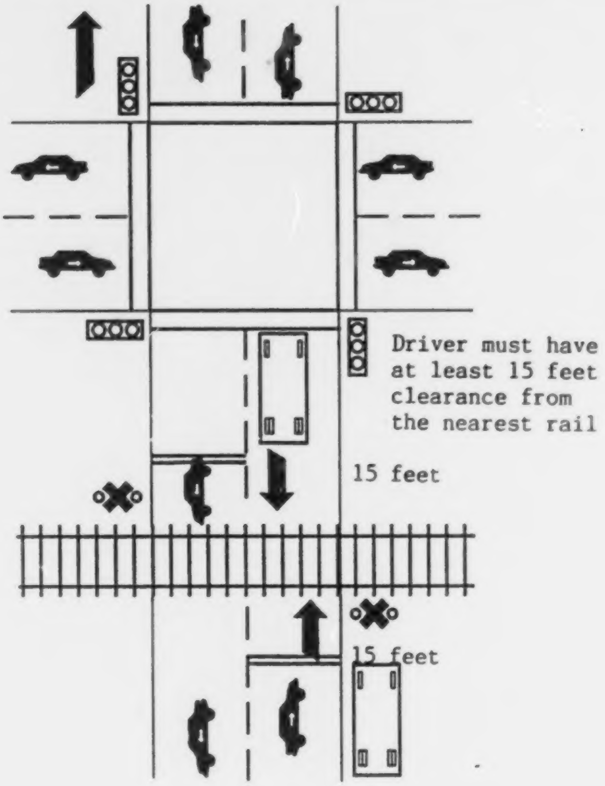
1. Of railroad tracks running along and upon the roadway within a business or residence district.
2. Where a traffic officer or an official traffic control signal directs traffic to proceed.
3. Where an exempt sign was authorized by the Public Utilities Commission prior to January 1, 1978.
4. Where an official railroad crossing stop exempt sign in compliance with Section 21400 has been placed by the

| REFERENCE | CONTENT |
|---|---|
|  | Department of Transportation or local authority pursuant to Section 22452.5. This paragraph shall not apply with respect to any school bus or to any school pupil activity bus. |
| 13 CCR 1228 | In addition to the provisions of Vehicle Code Section 22452, the driver shall stop the school bus parallel to and as close as practicable to the appropriate edge of the highway, fully open the entrance door on a Type 1 bus or open the window on a Type 2 bus, and then listen and look to ensure that the tracks are clear of an approaching train, and proceed only when the tracks are safe to cross and the door is closed. |

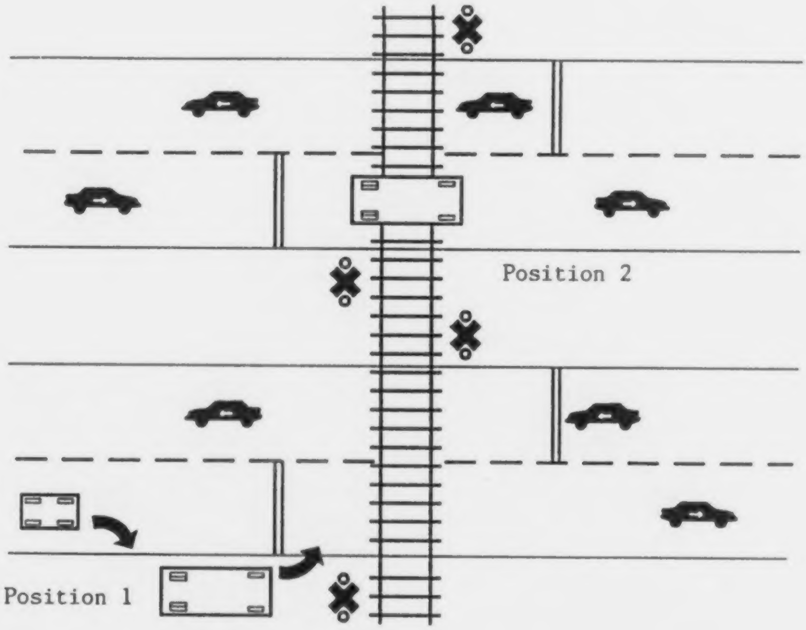

RAILROAD CROSSING WARNING DEVICE
OFFICIAL TRAFFIC CONTROL SIGN
50 feet
15 feet
50 feet
15 feet


TWO-WAY ROADWAY
15 feet
Right curb or barriers bounded by the roadway

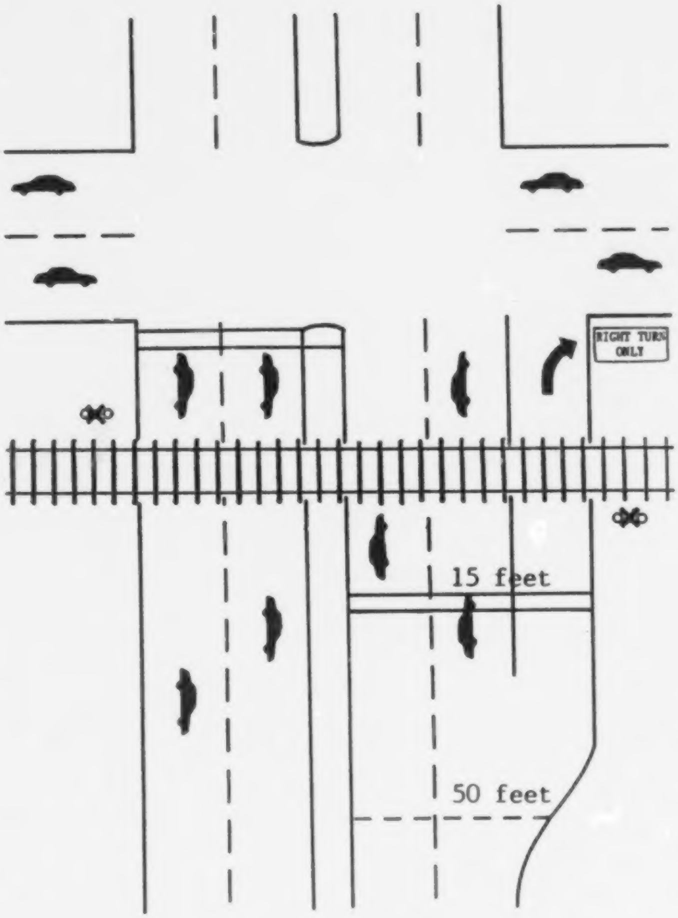

15 feet
ONE-WAY ROADWAY
Left curb or barriers bounded by a one-way road


15 feet
15 feet

Driver must have at least 15 feet clearance from the nearest rail


Position 2
Position 1

| REFERENCE | CONTENT |
|---|---|


RIGHT TURN ONLY
15 feet
50 feet

**NOTE TO THE INSTRUCTOR**

THE DEPARTMENT SUGGESTS THAT ALL MANEUVERING SCENARIOS SHOULD BE PRESENTED TO AREA STATE HIGHWAY PATROL OFFICIALS FOR LEGAL INTERPRETATION AND VEHICLE POSITIONING FOR THE RAILROAD GRADE CROSSING ILLUSTRATED ABOVE.

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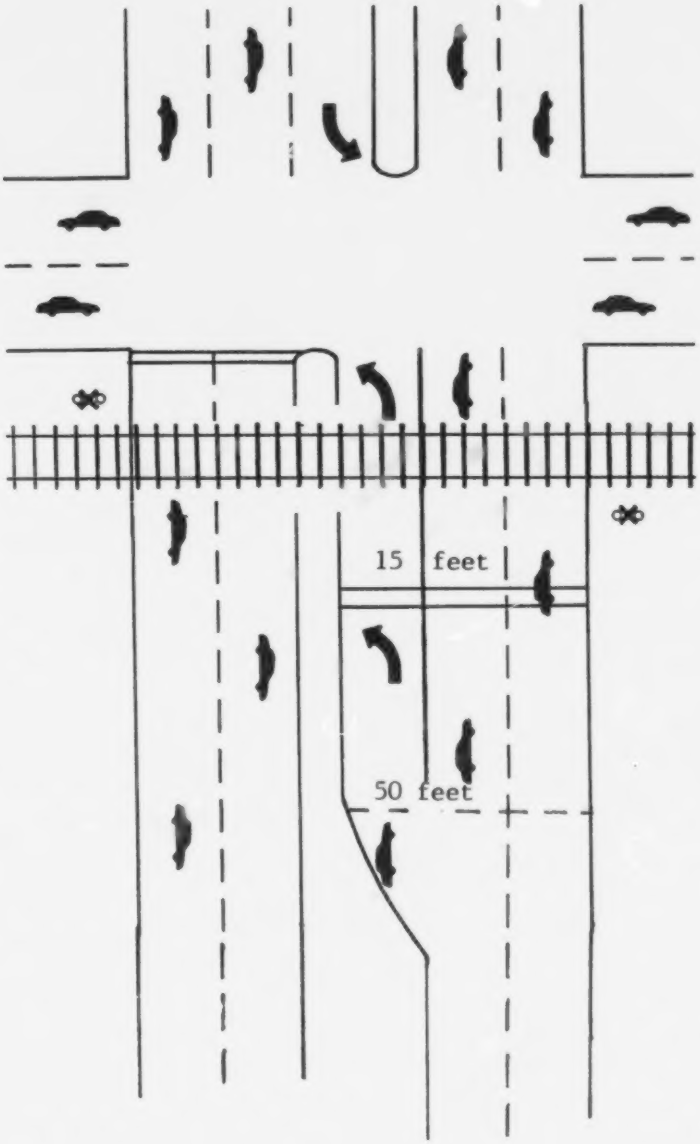
| |  <br>**NOTE TO THE INSTRUCTOR**<br>THE DEPARTMENT SUGGESTS THAT ALL MANEUVERING SCENARIOS SHOULD BE PRESENTED TO AREA STATE HIGHWAY PATROL OFFICIALS FOR LEGAL INTERPRETATION AND VEHICLE POSITIONING FOR THE RAILROAD GRADE CROSSING ILLUSTRATED ABOVE. |

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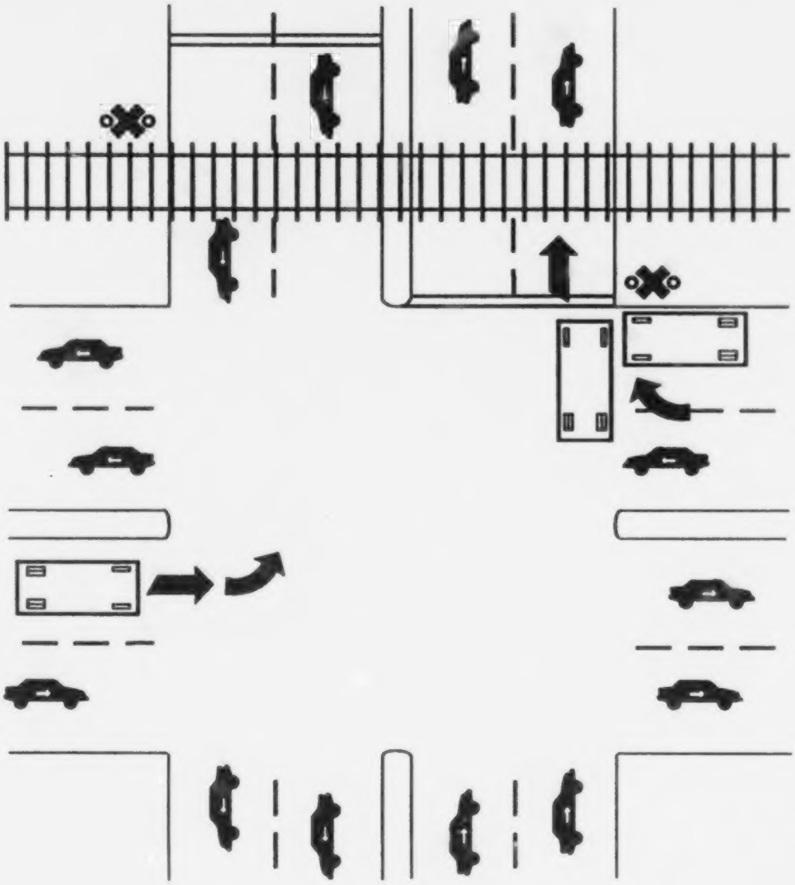

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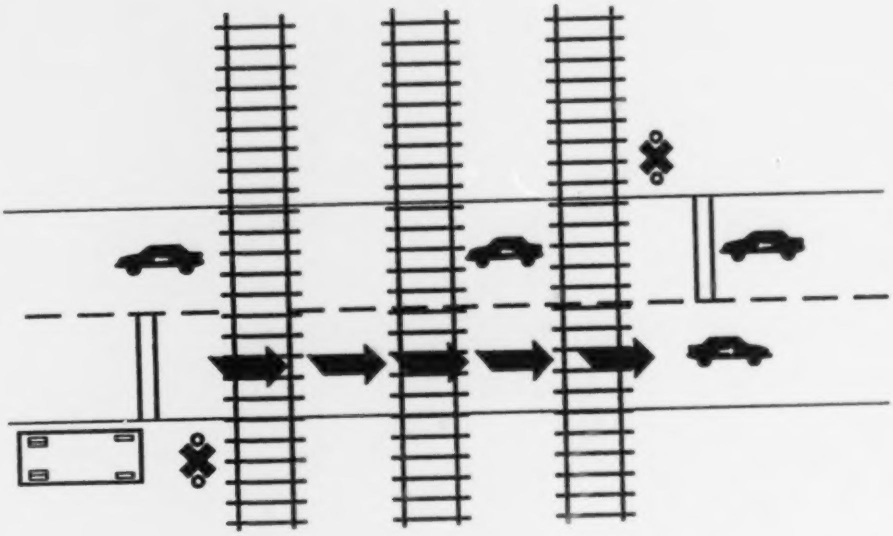
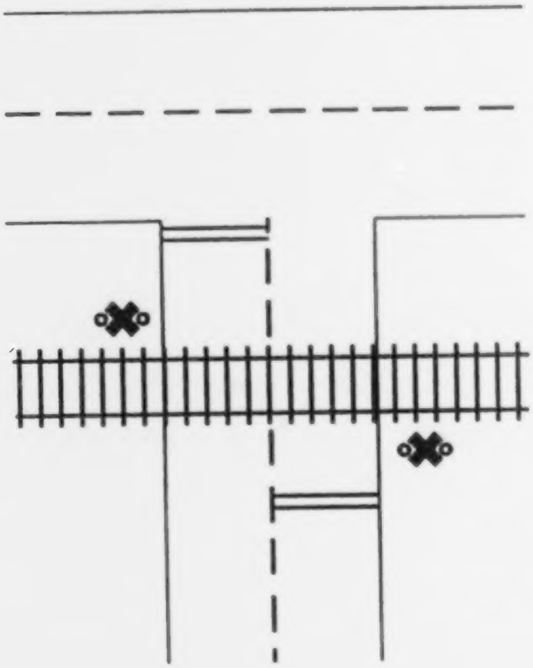




Since railroad crossings are one of the greatest hazards to buses insofar as the possibility of mass casualties are concerned, we need to discuss this subject further and understand what the law says.

The words stop-look-listen cannot be replaced with any other device to date. The law states that every bus carrying students shall bring the bus to a full, complete stop.

The only exception to this would be if the railroad crossing is within an intersection and the intersection is controlled by an official traffic signal, which means a control device that shows red, amber, and green. When the light is green, the bus may cross the rails without stopping.

There are generally four kinds of railroad crossings that you may have to cross:

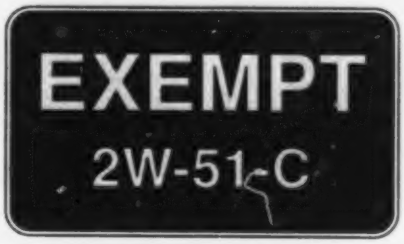
Signal-controlled crossings, which were discussed in the preceding paragraphs.

Protected crossings may be equipped with flashing red light and bells or may have controlled gates or both. The devices are not considered controlled crossings, such as those described above.

Unprotected crossings may have only a railroad crossing sign without any controlled devices.

Exempt crossings are found on spur tracks serving industrial property off the main railroad lines and usually will have less than daily service to those properties.

There will be an exempt sign located on the same post that identifies the grade crossing. Stop at any crossing that does not show this exact sign.



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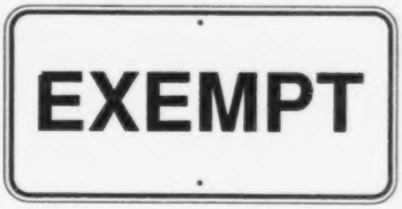

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**REFERENCE** **CONTENT**

Stop

When stopping at a railroad crossing, pull as far to the curb or edge of the roadway as it is safe to do so, and keep the bus parallel with the roadway so that full advantage of mirror use can be obtained to view traffic coming from the rear.

Look

School Bus

It is required that the driver fully open the entrance door on a Type 1 bus or open the driver's window on a Type 2 bus.

This action provides the driver with a better view of the tracks and also enables the driver to hear better. It may become necessary during bad weather, when the visibility is restricted, to open the entrance door and the driver's compartment window on a Type 1 or both windows on a Type 2 bus to gain as much visibility as possible before the bus crosses a set of tracks. Look twice in both directions before crossing.

Listen

Again, the opening of doors and windows is required for the driver to gain hearing at a railroad crossing. As well as opening doors and windows, it may be necessary for you to shut off all heaters and defrosters or any other device during poor visibility. It goes without saying that all passengers are to remain silent at railroad crossings. Hearing may be the only sense that will help make the decision to proceed across the tracks. The driver may even have to shut off the engine - listen - restart the engine and immediately cross the tracks. When proceeding, do so with authority. Don't dillydally. The less time on the tracks, the safer it is. **QUESTIONS**

Warning

When crossing more than one set of tracks and a train has just passed in one direction, protected or unprotected, do not move until there is a clear view of the other set of tracks and/or the signal devices have ceased operating. The lives of the passengers on board depend solely on the good judgment of the driver. There is no room for error.

### Stalled on Railroad Tracks

If stalled on a railroad track, evacuate the bus immediately and remove the passengers to at least 100 feet from the tracks. If no train is approaching and you can see a good distance down the track in both directions, it is safe to conduct a front door evacuation.

If a train is coming, use all emergency exits. In this case, have the passengers go 100 feet, if possible, from the tracks and always toward the direction from which the train is coming. This way, if the train hits the bus, passengers will be out of the way of flying parts.

If no train is coming, the driver can try to restart the bus and move it off the tracks. Sometimes, if the brakes are not locked up, the transmission can be placed in first or reverse gears and, with the clutch out, use the starter to move the bus off the tracks. **THIS WILL NOT WORK WITH AN AUTOMATIC TRANSMISSION.** Never allow passengers to push the bus.

## GENERAL DEFENSIVE DRIVING TECHNIQUES - PRETEST AND UNIT TEST

1. No person shall drive any motor vehicle with any object or material applied in or on the vehicle which obstructs or reduces the driver's clear view through the windshield or side windows.

   T______F______

2. Many experienced drivers do not devote their full conscious capacity to their driving.

   T______F______

3. Reaction time and stopping distance are not considered as being factors in involvement in an accident.

   T______F______

4. The perception factor is the ability to understand and become aware of something that is going to happen or is happening.

   T______F______

5. Professional drivers very seldom drive with an adequate margin of safety.

   T______F______

6. The safety circle used in driving is much like an early warning system used in defense against an enemy attack.

   T______F______

7. A driver can have a number of so-called "perfect trips" and still be an accident going someplace to happen.

   T______F______

8. The driver should always be aware of the mechanical and power ability of a bus.

   T______F______

9. It takes the average person about one-half of a second to react from a time when the problem is seen to the time the brakes are applied.

   T______F______

10. It is important to maintain a space cushion when the vehicle is not moving.

    T______F______

11. A bus prior to crossing a railroad grade crossing must stop a minimum of 15 feet and not more than 50 feet from the first rail.

    T______F______

## GENERAL DEFENSIVE DRIVING TECHNIQUES - TEST KEY

1. T
2. T
3. F
4. T
5. F
6. T
7. T
8. T
9. F
10. T
11. T

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT VI

## SPECIALIZED DEFENSIVE DRIVING TECHNIQUES

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| LESSON PLAN OUTLINE | VI-2 |
| ADVERSE WEATHER CONDITIONS | VI-4 |
| WINTER DRIVING | VI-9 |
| TIRE CHAINS | VI-10 |
| LIGHT CONDITIONS | VI-11 |
| NIGHT DRIVING PROCEDURES | VI-13 |
| INTERIOR LIGHTING | VI-14 |
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| UNEXPECTED HAZARDS | VI-16 |
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| PRETEST AND UNIT TEST | VI-23 |
| TEST KEY | VI-24 |

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## SPECIALIZED DEFENSIVE DRIVING TECHNIQUES

LESSON PLAN OUTLINE

### TOPICS:

1. Adverse weather conditions
2. Winter driving
3. Tire chains
4. Light conditions
5. Night driving procedures
6. Interior lighting
7. Tire blowout
8. Skid control
9. Unexpected hazards
10. Freeway driving
11. Test and key

### OBJECTIVES:

1. Explain laws and regulations in respect to buses.
2. Explain different types of weather conditions and road conditions.
3. Explain regulations governing interior lighting of a bus.
4. Explain how to properly control a bus in unexpected hazardous situations.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

| REFERENCE | CONTENT |
|---|---|
| | **HANDOUTS:**<br>Signs and symbols<br>____________________<br>____________________<br>____________________<br>____________________ |

| REFERENCE | CONTENT |
|---|---|

## ADVERSE WEATHER CONDITIONS

During the year, there will be a variety of hazardous conditions that will demand alert and skillful action. Conditions being faced are: ice, mud, snow, fog, and wind. A basic rule to follow is always make a mental adjustment to fit the problem when it is apparent you will encounter any of these conditions. **QUESTIONS**

A vehicle cannot be operated safely and efficiently at a high rate of speed when any of the above conditions prevail. You may be driving over the same route at least twice a day during the year and become thoroughly familiar with the route. After a short time you may begin to take the road for granted. But conditions change rapidly: potholes develop overnight; the grade washes away; shoulders become soft; railroad crossing approaches change; loose gravel appears; or slick spots develop through accumulations of water, snow, ice, and oil deposits. Each day conditions are different, and the driver must be on the alert to detect these changes before it is too late.

Accidents just don't happen because the road is slick. They usually happen because the driver fails to adjust driving skills to road conditions.

Rain, snow, sleet, fog, or icy pavement have never caused an accident. These conditions add more hazards to driving. Accidents are caused by drivers who do not adjust their driving skills to meet these conditions. Accidents that are blamed on skidding or bad weather conditions are classed as preventable.

Professional drivers can drive safely on extremely slippery surfaces by reducing speed and adjusting driving skills to cope with these conditions.

Let us discuss some of these conditions in greater detail.

### Mud

To avoid getting stuck or spinning the wheels, try to keep the bus moving slowly and steadily forward in gear. If the wheels start to spin, let up slightly on the throttle to allow the wheels to take hold. If the bus stops, do not continue to spin the wheels in hope of pulling out. In mud and soft sand, this will only serve to dig the wheels deeper. If the bus becomes stuck, first try to get it out by pointing the front wheels straight ahead and then try "rocking" the bus by alternately putting it into reverse and low. This can be done in a manner so that the wheels do not spin and, in many cases, will pull the bus out of a tough spot. If this fails, some material to provide friction, such as crushed rock, pieces of wood, burlap, etc., should be pushed down around the rear wheels to allow the bus to get in motion. If this cannot be done, call for help. **QUESTIONS**

### Wind

Wind is another hazard when driving a bus. The side of a bus is like a large billboard. There is a large surface for the wind to blow against and this can cause steering problems. Under such conditions it may be necessary to hold pressure against the wind with the steering wheel. If gusty winds are blowing, it is like driving on ice and snow; you have to drive by feel and counteract any movement caused by the wind. Under these conditions do not relax as you would on a spring day.

Another danger while driving in the wind occurs when passing another vehicle. It doesn't make much difference whether being passed or overtaking another vehicle; the change of wind pressures can throw the bus from side to side and cause problems. **QUESTIONS**

### Rain

Wet roads mean the vehicle can't stop as fast as it can on dry roads. The visibility and maneuverability are less on wet roads. Many drivers treat slippery road surfaces and limited visibility as an inconvenience rather than as a hazard. As well-trained, safe, and professional bus drivers, you should drive according to conditions and increase

| **REFERENCE** | **CONTENT** |
|---|---|

following distances.

When it rains after an extended dry period, the water mixes with dust and accumulated oil dripped from other vehicles and forms a very slippery surface. Reduce speed and be very cautious under these conditions.

Visibility can also be a minus factor. Heavy rain can partially obscure road signs, traffic signals, edge of the road, pavement markings, and pedestrians. Road spray from other vehicles can coat your windshield with dirt and oil. The window-wiping equipment must be in good working order. **QUESTIONS**

Try to avoid big puddles and accumulated water, as water will affect the brakes. If it is not possible to reduce speed prior to reaching the water, once clear, apply a light pressure to the brakes, keeping in mind the traffic following. This will allow heat from the friction to dry the brake linings.

### Hydroplaning

This problem is created when there is enough water on the road and the speed is fast enough to create a wedge of water under the tires until they actually ride on the water and have little or no contact with the road surface.

### Traction

Are you aware of the area of road surface contact your tires have? You may be surprised at how small an area this is. For example, if you are driving a tandem-axle "ten wheeler," all ten tires cover an area of a little over two feet. This is an area a little larger than the driver's seat to control 12 tons of bus.

For purposes of illustration, traction can be defined as "adhesive friction" to the road surface.

**PLACE ON BOARD.**

In the following graph, the percentage readings are keyed to the 100 percent traction present on the average good dry road surface.

| | |
|---|---|
| Dry concrete | 85% to 100% |
| Dry asphalt | 75% to 95% |
| Wet concrete | 55% to 85% |
| Packed snow | 25% to 45% |
| Wet ice | 10% to 15% |

Remember also that bouncing tires have very poor and uneven traction. The less traction, the greater the chances for a skidding accident.

It stands to reason that an increase in speed causes a decrease in traction. This is true whether the road surface is dry, wet, smooth, or bumpy. It is also true of all types of road surfaces. So the faster you go, the less traction you have.

The tires have the greatest amount of traction when rolling. Maximum braking takes place just before the tires skid. If the tires go into a skid, remember the rule: Turn the wheels in the direction of the skid, do not apply the brakes, and use a light pressure on the throttle to maintain rolling friction. We will further discuss skid control in a moment.

### Fog and Mist

**REFER TO DISTRICT POLICY.**

Fog and mist are closely related to rain. Fog can be a minor inconvenience or a major hazard. Fog can appear in many forms; it may be very light with several hundred feet visibility, it may be very patchy, it may be very thick with very little visibility, or it may appear very suddenly on an otherwise clear road.

Mist layers are heavy fog patches at ground level caused by temperature variations of earth and air in that immediate area. Windshield wipers should be started, and bus speed should be reduced.

| REFERENCE | CONTENT |
|---|---|

Two things should be kept in mind, visibility and speed. Buses should be well lighted so that others can see you first. Give plenty of warning when stopping and turning while driving in the fog.

**QUESTIONS**

Another point to consider is speed. Speed should be held down because of the poor visibility. Many times people travel too fast, without headlights on, and consequently, are difficult to see until it is too late to avoid an accident. Keep your speed at the level with which you feel the vehicle is under control, in the event something happens ahead.

At times it is necessary to use the white line as a guide. This is acceptable as long as drivers stay far enough away from the white line, on their side of the roadway. **QUESTIONS**

**EXPLAIN YOUR LOCAL POLICY.**

There are times when good common sense dictates that fog is too dense to permit the safe operation of buses. If visibility is almost zero and it is impossible to operate without running the risk of being hit by another vehicle or if a person has difficulty staying in his/her own lane, it's time to find a safe place to park. In such a case get well off the roadway and shut all lights off. If left on, other vehicle drivers, thinking they are in the wrong lane, may zero in on them. Stay there until the fog lifts enough that it is again safe to drive.

Think about the passengers' safety and your own. Always remember, it is not a matter of life and death to get the children to school on time. It is much better to be a little late but safe instead of sorry.

Some areas of the state are in extremely heavy fog belts at certain times of the year, and unfortunately, several serious accidents have occurred in these areas.

| REFERENCE | CONTENT |
|---|---|
| 25102.5 VC | By legislation, it is now permissible for school buses to have side mounted headlamps on certain size buses when operated in extreme fog, rain, or snow. Remember, district policy and the good judgment of the driver are the determining factors in a "RUN" or "DON'T RUN" situation. |

**WINTER DRIVING**

Winter driving brings out two types of drivers. One drives with due respect to conditions and the other does not.

What we want to discuss here are severe conditions related to ice and snow. Drivers who do not drive with respect for these conditions usually do not have experience driving under them. Bus drivers who operate daily under these conditions learn how to cope with these problems. Some of the things that will help us learn how to drive under these conditions are as follows:

You may have heard the terms "white ice" and "black ice." **White ice** is a condition you can normally see, such as frost and snow. **Black ice** is clear water frozen on black pavement. You usually cannot see or feel this ice until the vehicle is already on it. The key to driving during the winter is temperature. If it is below freezing, expect to find these conditions. There are times during the early morning when freezing takes place, and during the day temperatures warm up above freezing except in places where the roadway is heavily shaded. These areas will stay frozen all day. This condition is probably the most dangerous if you are not aware of it. Most roadways are posted with signs that warn of this hazard.

Because bridges and overpasses are the first to freeze, take extra caution when approaching them and watch for other vehicles entering at a high rate of speed. During the winter months, many accidents occur at these locations.

| REFERENCE | CONTENT |
|---|---|
| | When driving under these conditions, roadways are five to ten times more slippery than dry roads. Caution must be taken when changing direction or speed. Accelerate slowly and use the brakes with caution. The following distance must be increased to make allowance for the mistakes of others. There could be a book written on this subject alone, but the only way to really learn is to actually drive under these conditions. During the behind-the-wheel training, there will be additional instruction how to operate safely under these conditions. |
| | **TIRE CHAINS** |
| 27459 VC | No person shall operate any motor vehicle upon any portion of a highway without tire chains when such portion of the highway has signs posted requiring chains. |
| | In any case where a passenger vehicle or motor truck having an unladen weight of 6,000 pounds or less may be required by the Department of Transportation or local authorities to be equipped with tire chains, such chains shall be placed on at least two drive wheels. Or the department or local authorities may provide, as an alternative, that the vehicle may be equipped with snow-tread tires on at least two drive wheels when the weather and surface conditions at the time are such that the stopping, traction, and cornering abilities of the tires are adequate. The snow-tread tires shall be of a type and design manufactured for use on ice and snow as a replacement for tire chains and shall be in good condition. |
| | One thing to remember, where the signs are in place requiring chains on the drive wheels, you must put them on even if your vehicle is equipped with snow-tread tires. If snow-tread tires are permitted, the sign will say so. |
| | When tire chains are on the vehicle, the top speed limit is 25 miles per hour. It has been found that most buses ride best at 23 miles per hour, and this speed is a lot easier on equipment. |
| | 217 |

Most districts, when chaining, chain just the outside dual tires with single chains. Always be sure the chains in the bus will fit the tires. The best way to ensure this is to try them on while the bus is in the shop. There is nothing worse than getting into a chain-required area and finding that the chains will not fit.

If appropriate, instruction on how to install and remove tire chains will be given during the behind-the-wheel instruction.

## LIGHT CONDITIONS

Except for the bus and yourself, you cannot control certain conditions. As a professional bus driver, you can control how you adjust to light conditions.

As an example, too much or too little light can contribute to an accident, because of reduced visibility. The visibility is dangerously reduced when driving directly toward the sun or when glare is increased by reflection. Such reduced visibility calls for extra caution and a good pair of sunglasses. **ASK FOR EXAMPLES.**

Night driving hazards include the glare of oncoming headlights, reduced visibility by poorly illuminated streets and highways, and unlit objects in the roadway ahead. You can reduce the hazard of unlit objects by using the headlights of a vehicle ahead to spot them. This advance warning will probably be enough to avoid an accident without having to take evasive action. **ILLUSTRATE ON BOARD.**

Driving at twilight is more dangerous than driving during daylight hours. Drivers overestimate their ability to see at twilight. Shadows increase the difficulty in judging speed and distance of other vehicles. Many drivers are tired at dusk. One-fifth of the fatal accidents occur between the hours of 5 p.m. and 8 p.m.

Distance and speed estimation for oncoming vehicles at night is almost equal to that of daytime driving in the case of a standard-sized vehicle. Distance perception at night is based upon angular separation of headlights, and, quite often, the distance of a small compact car may be overestimated.

At a distance of 100 feet, it is very difficult to see objects beside or beyond an approaching vehicle. Because of the headlight glare of the oncoming vehicle, vision does not return to normal for a few seconds after the vehicle has passed. The driver actually travels blind for some distance after having passed a pair of brilliant headlights.

Visibility is affected considerably by oncoming headlights at distances even over one-half mile.

High beams may blind the oncoming vehicle driver, compounding the problem of driving, especially on a wet and possibly slippery road.

**Improving Your Ability To See and Drive During Darkness**

1. Maintain the proper vigilance needed to improve your ability to see during darkness.
2. Use the taillights of the vehicle ahead as an indication of the closing rate when driving in rural areas.
3. Watch for dark or dim objects on the roadway when driving at night.
4. Watch beyond the headlights on and near the roadway for slow-moving or unlit vehicles, curves, road obstructions or defects, or pedestrians and animals.
5. Watch for pedestrians and unlit vehicles and objects on the roadway and at the curbside when driving in urban areas at night.
6. When approaching a pedestrian or animal at night:
    a. Dim the lights to low beam.
    b. Slow down.
    c. Watch the pedestrian or animal for any indication of change in direction of movement.

- d. Prepare to take evasive action should the pedestrian or animal enter the roadway.

Always drive more slowly at night than during daylight under similar circumstances. Maintain a speed that permits stopping within the distance illuminated by the headlights.

As a safe, professional bus driver, you should always maintain a greater margin at night than during daylight hours.

If the driver of an oncoming vehicle refuses to dim its headlights:

1. Slow down.
2. Keep your headlights on low beam.
3. Avoid looking directly at the vehicle's bright lights.
4. Focus your eyes to the right side of the roadway, beyond the oncoming vehicle.
5. Maintain a slower speed for a period of time after the vehicle has passed.

NIGHT DRIVING PROCEDURES

1. Before starting, check that all lights in the interior as well as the exterior of the bus are in working order and are clean.
2. Keep headlights on low beam in cities and towns and in fog or haze, and when approaching other motorists on the highway. (24400 VC)
    - a. By law, the bus must have two headlights (right and left) bright enough to let you see a person or vehicle 100 feet ahead on low beam, 350 feet ahead on high beam. (24407 VC)
    - b. The headlights must not blind other drivers. Dim the lights before you are 500 feet from a vehicle coming toward you; dim the lights 300 feet from the rear of a vehicle being approached. (24409 VC)
3. Keep the level of lights on the instrument panel bright enough to read the instruments, but not so bright as to

interfere with visibility outside the bus.

4. Schedule start and return times of the trip with consideration of slower driving time at night.

**INTERIOR LIGHTING**

13 CCR 1263

By regulation, the driver is required to be sure interior lighting during darkness is sufficient for passengers to enter and exit safely or when otherwise deemed necessary, as in the case of an onboard incident or emergency.

The reason for this is to reduce the glare from interior lighting which will affect the driver's vision during night driving.

**TIRE BLOWOUT** (Rapid Air Loss)

In the event of a front tire blowout, it may cause a pull to the side and a loud noise. This could frighten the driver and passengers. To keep control of the vehicle:

1. Grip the steering wheel firmly and steer straight down the center of your lane. The position of your hands on the steering wheel should be at 9 and 3 or 10 and 2 (as on the face of a clock); your thumbs should not be over a spoke.
2. Immediately press down on the accelerator.
3. Steer the vehicle in the opposite direction of the deflated tire, as necessary.
4. When the vehicle is stabilized, slowly let off of the accelerator and bring the vehicle to a smooth stop.
5. Turn on hazard lights.
6. Evacuate the bus, if necessary.

**SKID CONTROL**

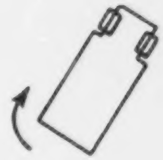
Regardless of training, experience, and expertise, a driver can be forced into an emergency situation. The driver's reaction can make the difference between a close call and a catastrophe.

There is not time for rehearsal or meditation. You must take appropriate action. It is imperative, therefore, that you know what emergency driving techniques to use under various conditions.

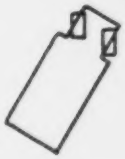
During a skid, the tires lose traction with the road surface. Normal steering, braking, decelerating, and accelerating are impossible. The following method for controlling a skid will work in most cases:

Steering To Get Out of a Skid

1. The bus is going straight.



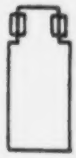
2. The back end of the bus skids to the left. The bus is now moving forward on an angle. Do not brake. Use accelerator to maintain power to rear wheels.



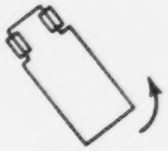
3. Steer left, in the direction you want the bus to go.

**REFERENCE**

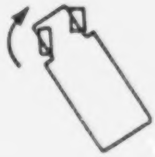
**CONTENT**



4. The bus is back on course.



5. The back end fishtails to the right.



6. To control fishtailing in the opposite direction, countersteer right to get back on course. Repeat sequence as needed.

7. Steering control is reestablished. Carefully reduce speed to prevent recurrence.

## UNEXPECTED HAZARDS

When a hazard is suddenly in your direct path, you must make an immediate decision.

Control the tendency to slam on the brakes. This can cause a collision. Whether braking to a stop is the best evasive action depends on how fast you are going, how far away the obstruction is, how good the tires are, and how safe the road surface conditions are.

There is no time for doing lengthy calculations. If it is not obvious that you can stop in time, choose to steer in an alternate path. At a glance, decide:

1. Whether a possible escape path is free of hazardous obstacles.
2. Whether clearances are sufficient to allow the bus to pass through them.
3. Whether the off-roadway surface will permit steering control.
4. Whether the hazard is likely to move into your escape path.
5. Whether one escape route is safer than another.

Generally, a driver steers to the right to stay clear of other traffic. There are times, such as when there is a wall to the right and no traffic in the left lane, when the driver would swerve to the left.

The size and weight of the bus limit its ability to swerve sharply or to leave the pavement with any great degree of control. Overturning is a possible danger. STEER FIRMLY AND GRADUALLY AND USE ONLY MODULATED BRAKING.

The decision will probably have to be a split-second one, so you should already know several things on which you can base your choice.

**GIVE EXAMPLES. ASK FOR RESPONSE.**

1. If traveling as fast as 40 miles an hour, the hazard has to be at least 200 feet away if you are to stop safely. That is two-thirds of the length of a football field. (It is also seven bus lengths.) If any closer, steer around the hazard or off the road.
2. If a collision is inevitable, steer at an angle to reduce the impact.

| REFERENCE | CONTENT |
|---|---|

3. The primary consideration is to protect human life. If it is safer to damage property than risk hurting or killing someone, count any cost a bargain!

Loss of Brakes

Some procedures to consider when confronted with partial or total loss of hydraulic brakes are:

1. Pump the brake pedal, sound the horn, and flash the headlights.
2. Downshift transmission to the lowest gear possible. Usually, this is third gear because it is hard to shift into second at speeds over 20 mph. Never downshift a two-speed rear axle.
3. If necessary, apply the parking brake gradually. The usual mechanical hand brake will burn out soon at high speeds but will slow you some. Be careful not to lose steering control while reaching for the brake.
4. Select a path for leaving the roadway that will minimize the possibilities for injuries and property damage. If there is an upgrade within the assured clear distance ahead, stay on the road and let the upgrade help slow the bus. If you must go into a bank, turn into it at an angle; otherwise, the bus could flip over.

Procedures to consider when loss of air occurs in an air brake system.

1. Partial loss of air allows the driver time to slow the vehicle and gently pull to the side of the roadway. The bus should not be used to transport passengers until the system is functioning properly.
2. Sudden, full air loss will be treated slightly differently. In a dual air system, when the air supply reaches between 20 and 40 psi, the spring brake will set. The driver should know at what psi the brake will set. This knowledge will allow the driver the opportunity to secure the bus in the quickest and safest area. If the vehicle has a modulated

system, once the spring brake sets, the driver will have enough air supply to release the emergency brake and move the bus and make one last application of the brakes. In either case the driver must have the knowledge of what the vehicle will do so that the driver will be able to respond to this emergency situation.

**DISCUSS HOW TO REACT TO LOSS OF AIR BRAKES ACCORDING TO THE BRAKING SYSTEM(S) BEING USED BY STUDENTS.**

Sudden Loss of Visibility

Several things can cause drivers to lose visibility unexpectedly. Each must know how to react.

Hood Flies Up

1. Do not panic.
2. Keep your sense of direction and use the windows and mirrors.
3. Apply the brakes moderately.
4. Activate the proper turn signal.
5. Steer out of the traffic lane and stop.
6. Turn on the four-way hazard lights--NOT the flashing warning lights.

Headlights Fail

1. Immediately hit the dimmer switch repeatedly.
2. Activate the four-way hazard lights.
3. When the speed is reduced, brake and steer out of the traffic lane.
4. Stop the bus.
5. Set out warning reflectors
6. Unless you can locate which fuse is blown and have a replacement fuse, report the breakdown and get help.

Windshield Wipers Fail

1. Look out the side windows to keep sight of the road.
2. Apply the brakes cautiously.
3. Signal a lane change.
4. Pull over as far as possible, preferably off the road.
5. Stop the bus.

Accelerator Sticks

If a driver is confronted with a stuck accelerator, the driver should be prepared to act quickly and intelligently. This could happen when starting the engine or it could happen in traffic when the vehicle is accelerating. Braking will be of limited effectiveness because the engine will overheat the brakes. Shift the transmission into neutral.

Push the accelerator hard two or three times or attempt to pull it up with your foot. If the vehicle does not slow down, turn off the engine and pull to the side of the road when safe.

Running Off Pavement

Release the accelerator pedal. Keep a firm grip on the steering wheel. Brake very gently or not at all. Resist the urge to return to the pavement immediately; instead, straddle the pavement edge until the bus is moving at 10 miles an hour or less. Turn back onto the pavement where it is nearly level with the shoulder.

Steering Failure

If hard steering develops, pull off the road and check for a low tire or broken power steering belt.

In the event of complete steering failure, apply the brakes moderately. You definitely want to stop. Turn on the hazard lights and put out reflectors.

**LET THE CLASS RELATE ANY PERSONAL EXPERIENCES OF STEERING FAILURE. ADD YOUR COMMENTS.**

## FREEWAY DRIVING

This type of driving is different from the stop-start routine experienced on city and residential streets. Freeway driving forces a driver to adjust skills and habits to high-speed travel, but certain driving techniques will allow you to use these fast, convenient freeways safely.

### Entering the Freeway

Slow down and look before turning into a freeway approach. Check the oncoming traffic to the left and activate the left indicator so that it will blink at least five times. Keep the vehicle moving and try to enter the freeway at a speed as close as practicable to the flow of traffic, and immediately establish a proper following distance. By driving at a smooth steady speed, at about 10 percent below the speed limit, a proper "space cushion" can be maintained with a minimum amount of braking and accelerating. Use the traffic warning signs, such as lane ends, construction zone, etc., to the best advantage; use the mirrors; and warn other motorists when intending any sudden movement of the bus. Always let the turn signal blink at least five times before making a lane change. **QUESTIONS**

It is not the sign of a safe, professional bus driver to drive directly alongside a large vehicle, at high speed, on a freeway. Tractor-trailer type vehicles will create a "suction" effect in passing, and there is always the chance of a "blowout."

Empty gasoline tankers should be given a wide berth as they are carrying nothing but fumes and are very volatile in case of an accident.

Motor homes and house trailers should be given extra attention also, especially if high winds are present.

When encountering others on on-ramps, use extreme care. When confronted with on-ramp traffic, "back off" the throttle and avoid

| REFERENCE | CONTENT |
|---|---|
| | braking. Check all mirrors to establish where other vehicles might be, in case of a necessary lane change. Establish eye-to-eye contact with other drivers. Watch the brake lights on cars that are on the on-ramp. If lit, the driver is slowing down; if not, that driver is going to go. **Yield.** |
| | When leaving the freeway, know the proper exit and be in the correct lane. Decrease vehicle speed and signal the intention to exit as soon as you slow down. Drive slowly and check traffic when entering the desired roadway. |
| | Remember, lower your speed in slow-driving territory where you will encounter side streets, traffic lights, and pedestrians. **QUESTIONS** |
| | In this class we have studied hazard detection; how to adjust to various weather, road, and traffic conditions; night driving; and corrective actions. Practice these driving techniques. One day they may save your life and the lives of others. |

## SPECIALIZED DEFENSIVE DEFENSIVE DRIVING TECHNIQUES - PRETEST AND UNIT TEST

1. Professional bus drivers never drive beyond the limits of the vehicle headlights during darkness.

   T______F______

2. Professional drivers can drive safely on slippery surfaces by reducing speed and adjusting their driving skills to meet these conditions.

   T______F______

3. Wind is not a hazard for buses.

   T______F______

4. A bus can stop in the same distance on wet pavement as on dry pavement.

   T______F______

5. Speed causes a decrease in traction.

   T______F______

6. Black ice is identified as frost or snow.

   T______F______

7. By law, you must have two headlights that are bright enough to let you see 100 feet ahead on low and 350 feet ahead on high beam.

   T______F______

8. There is no law or regulation governing interior lighting.

   T______F______

9. To control a skid to the right, the driver must turn the steering wheel to the left.

   T______F______

10. If the vehicle has a flat tire on the rear axle and it has dual tires, the driver can continue on the route.

    T______F______

## SPECIALIZED DEFENSIVE DRIVING TECHNIQUES - TEST KEY

1. T
2. T
3. F
4. F
5. T
6. F
7. T
8. F
9. F
10. F

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT VII

## PASSENGER LOADING AND UNLOADING

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## PASSENGER LOADING AND UNLOADING

### LESSON PLAN OUTLINE

**TOPICS:**

1. Required equipment
2. School bus stops
3. Driver responsibility
4. Loading and unloading procedures

**OBJECTIVES:**

1. Explain the necessary equipment that a driver must be familiar with.
2. Explain the laws as they pertain to passenger stops.
3. Explain the responsibilities the driver has during loading and unloading situations.

**INSTRUCTIONAL DELIVERY:**

Lecture, discussion, and test

**EQUIPMENT AND INSTRUCTIONAL AIDS:**

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses

**HANDOUTS:**

Passenger Transportation Safety Handbook 82.7

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| REFERENCE | CONTENT |
|---|---|
| | NOTE TO THE INSTRUCTOR |
| | THE INSTRUCTOR SHOULD BE PREPARED TO ADJUST THIS LESSON TO INSTRUCT THE APPLICABLE SECTIONS ACCORDING TO THE TYPE OF CLASS BEING TAUGHT; I.E., SCHOOL BUS, SPAB, TRANSIT BUS OR FARM LABOR VEHICLE. "VC" STANDS FOR VEHICLE CODE, AND "13 CCR" IS CALIFORNIA CODE OF REGULATIONS, TITLE 13. ONE OF THE MOST IMPORTANT SUBJECTS WE WILL STUDY AND ONE OF THE MOST IMPORTANT MANEUVERS PERFORMED DAILY IS PASSENGER LOADING AND UNLOADING. THIS FUNCTION CREATES THE BIGGEST HAZARD FACED WHILE OPERATING A BUS. THE TASK OF PASSENGER LOADING AND UNLOADING MUST BE DONE A CERTAIN WAY TO PREVENT ACCIDENTS. |
| | THE DRIVER MUST LEARN PROPER PROCEDURES FOR CONTROLLING TRAFFIC, LOADING AND UNLOADING, CROSSING PASSENGERS, IF APPLICABLE, PROPER MIRROR USE, AND PROPER SEATING OF PASSENGERS OF ALL AGES. |
| | **REQUIRED EQUIPMENT** |
| School Bus | Some of the required equipment your bus must have to aid you in accomplishing your tasks are listed below. |
| 25257 VC<br>27906 VC | Every school bus when operated for the transportation of school children shall be equipped with a flashing red light signal system. A plainly visible sign containing the words "Stop When Red Lights Flash" in letters not less than six inches in height located on the rear of the bus below the rear windows. |
| | **SCHOOL BUS STOP** |
| School Bus | Let's discuss the laws restricting where a school bus may stop to load or unload pupils. |

13 CCR 1227(a)

**Designated Stops**

A school bus driver shall stop to receive or discharge pupils only at a school bus stop designated by the school district superintendent or authorized by the superintendent for school activity trips.

**QUESTIONS**

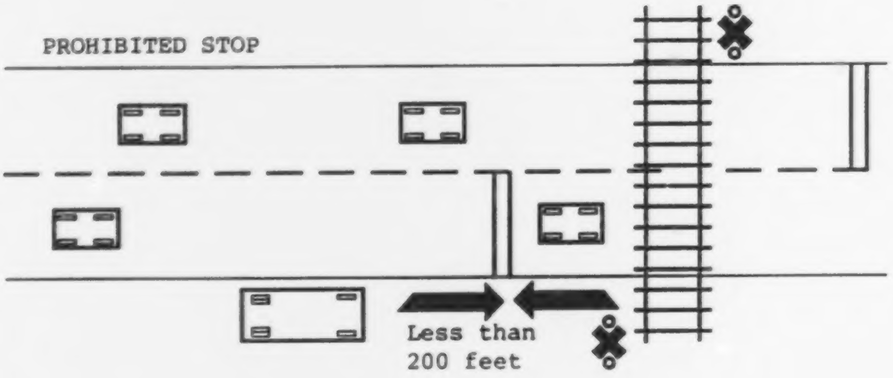
13 CCR 1238(b)

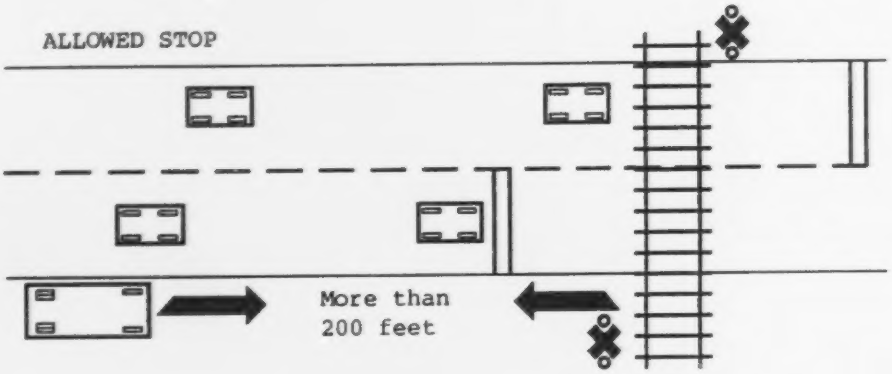
**Prohibited Stops**

A school bus stop shall not be designated at the following locations:

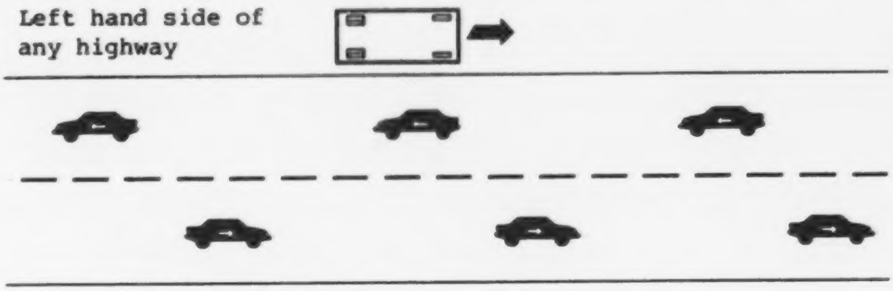
**DRAW AND EXPLAIN EACH EXAMPLE.**

1. Within 200 feet of the nearest rail of any railroad crossing or grade, except at railroad stations or on highways that parallel the railroad tracks.


PROHIBITED STOP
Less than
200 feet

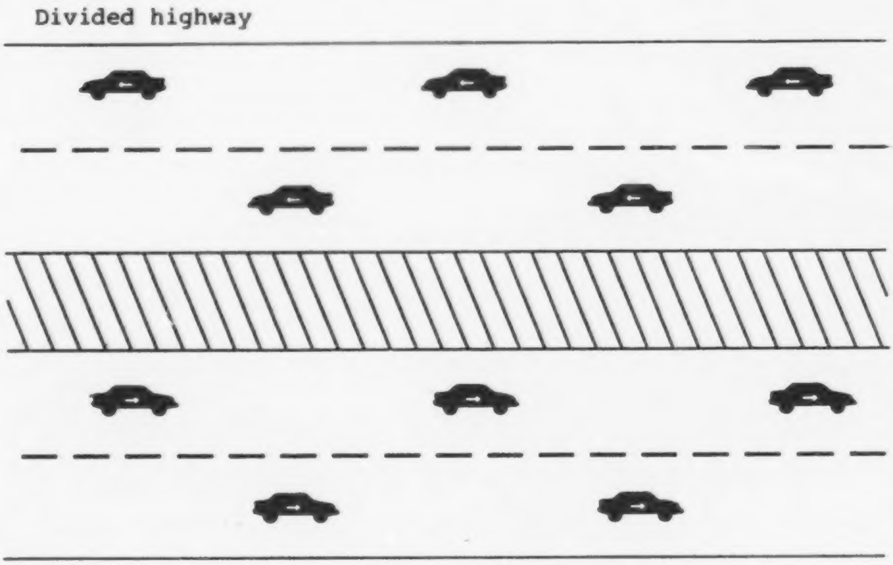

ALLOWED STOP
More than
200 feet

| REFERENCE | CONTENT |
|---|---|
| 13 CCR 1238 | The left-hand side of any highway. You may not drive the bus over on the left side of the roadway to load or unload pupils. The only exception to this rule: you may turn into a parking lot located on the left side of a highway, load or unload pupils, turn around, and reenter the highway. |



PROHIBITED STOP

| REFERENCE | CONTENT |
|---|---|
| 13 CCR 1238 | On a divided highway where pupils must cross the highway to board or after exiting the bus, unless traffic is controlled by a traffic officer or official traffic control signal. |



PROHIBITED STOP

| REFERENCE | CONTENT |
|---|---|

An official traffic signal is a light control showing red, amber, and green. A two-way or four-way stop sign is not an official control signal.

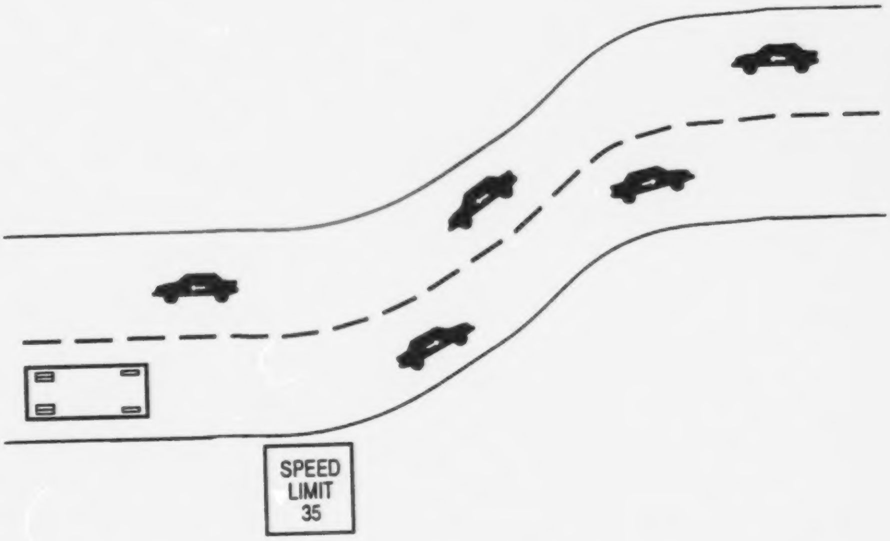
**CHP-Approved Stops**

Unless approved by the CHP a school bus stop shall not be designated at the following locations:

**DRAW AND EXPLAIN.**

13 CCR 1238

1. Upon the main traveled portion of a highway where there is not a clear view of the stop from 500 feet in each direction along the highway and the speed limit is more than 25 miles per hour.



22504(c) VC

2. When, in the judgment of the governing board of a school district, it is necessary for the safety of pupils being transported to and from schools to authorize a school bus stop at a place where there is not a clear view of the stop from a distance of

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| REFERENCE | CONTENT |
|---|---|
| | 200 feet in each direction along the highway, such stop may be authorized by and with the approval of the CHP.<br>The Department of Transportation, in respect to state highways, and local authorities, in respect to highways under their jurisdiction, shall place sufficient signs along the highway to give adequate notice to motorists that they are approaching such bus stops. |
| 22500.5 VC<br>School Bus | **Transit System Stops**<br>Upon agreement between a transit system operating buses engaged as common carriers in local transportation or a public school district, local authorities may, by ordinance, permit school buses owned by, or operated under contract for, that public school district to stop for the loading or unloading of passengers alongside any or all curb spaces designated for the loading or unloading of passengers of the transit system. |
| 22500 VC<br>School bus<br>SPAB<br>Farm Labor<br>Transit | **PROHIBITED STOPPING, STANDING, OR PARKING**<br>No person shall stop, park, or leave standing any vehicle, whether attended or unattended, except when necessary to avoid conflict with other traffic or in compliance with the directions of a peace officer or official traffic control device, in any of the following places:<br>a. Within an intersection except adjacent to curbs as may be permitted by local ordinance<br>b. On a crosswalk<br>c. Between a safety zone and the adjacent right-hand curb or within the area between the zone and the curb as may be indicated by a sign or red paint on the curb, which sign or paint was erected or placed by local authorities pursuant to ordinance<br>d. Within 15 feet of the driveway entrance to any fire station<br>e. In front of a public or private driveway, except that a school bus may stop to load or unload passengers when authorized by local authorities<br>f. On a sidewalk |

g. Alongside or opposite any street or highway excavation or obstruction when such stopping, standing, or parking would obstruct traffic

h. On the roadway side of any vehicle stopped, parked, or standing at the curb or edge of a highway

i. Except as provided under Section 22500.5, alongside curb space authorized for the loading and unloading of passengers of a bus engaged as a common carrier in local transportation when indicated by a sign or red paint on the curb erected or painted by local authorities pursuant to ordinance

j. In a tube or tunnel, except vehicles of the authorities in charge, being used in the repair, maintenance, or inspection of the facility

k. Upon a bridge, except vehicles of the authorities in charge, being used in the repair, maintenance, or inspection of the facility, and except that buses engaged as a common carrier in local transportation may stop to load or unload passengers upon a bridge where sidewalks are provided, when authorized by local authorities pursuant to ordinance, and except that local authorities pursuant to ordinance or the Department of Transportation pursuant to order, within their respective jurisdictions, may permit parking on bridges having sidewalks and shoulders of sufficient width to permit parking without interfering with the normal movement of traffic on the roadway. Local authorities may, by ordinance or resolution, permit parking on such bridges on state highways in their respective jurisdiction if the ordinance or resolution is first approved in writing by the Department of Transportation. Parking shall not be permitted unless there are signs in place, as may be necessary, to indicate the provisions of local ordinances or the order of the Department of Transportation.

l. In front of that portion of a curb which has been cut down, lowered, or constructed to provide wheelchair accessibility

| REFERENCE | CONTENT |
|---|---|
|  | to the sidewalk and which is designated for wheelchair access by either a sign or red paint on the curb pursuant to an ordinance of the local authority. |
| 22500.1 VC<br>School bus<br>SPAB<br>Farm labor<br>Transit | Additional Prohibited Stopping, Standing or Parking: Fire Lane<br>In addition to Section 22500, no person shall stop, park, or leave standing any vehicle, whether attended or unattended, except when necessary to avoid conflict with other traffic or in compliance with the directions of a peace officer or official traffic control device along the edge of any highway, at any curb, or in any location in a publicly or privately owned or operated off-street parking facility, designated as a fire lane by the fire department or fire district with jurisdiction over the area in which the place is located.<br>The designation shall be indicated (1) by a sign posted immediately adjacent to, and visible from, the designated place clearly stating in letters not less than one inch in height that the place is a fire lane; (2) by outlining or painting the place in red and, in contrasting color, marking the place with the words "FIRE LANE," which are clearly visible from a vehicle; or (3) by a red curb or red paint on the edge of the roadway upon which is clearly marked the words "FIRE LANE." |
| 22504 VC<br>School bus<br>SPAB<br>Farm Labor<br>Transit | Unincorporated Area Parking<br>(a) Upon any highway in unincorporated areas no person shall stop, park, or leave standing any vehicle, whether attended or unattended, upon the roadway when it is practicable to stop, park, or leave the vehicle off such portion of the highway, but in every event an unobstructed width of the highway opposite a standing vehicle shall be left for the free passage of other vehicles, and a clear view of the stopped vehicle shall be available from a distance of 200 feet in each direction upon the highway. This section shall not apply upon a highway where the roadway is bounded by adjacent curbs. |

| REFERENCE | CONTENT |
|---|---|
| | (b) This shall not apply to the driver of any vehicle which is disabled in such a manner and to such extent that it is impossible to avoid stopping and temporarily leaving the disabled vehicle on the roadway. |
| 24401 VC<br>School Bus<br>SPAB<br>Transit Bus<br>Farm Labor | **Parking**<br>Whenever any motor vehicle is parked or standing upon a highway, any headlamp that is lighted shall be dimmed or on the lower beam. |
| 22515 VC | **Unattended Vehicles**<br>(a) No person driving, or in control of, or in charge of, a motor vehicle shall permit it to stand on any highway unattended without first effectively setting the brakes thereon and stopping the motor thereof.<br>(b) No person in control of, or in charge of, any vehicle, other than a motor vehicle, shall permit it to stand on any highway without first effectively setting the brakes thereon, or blocking the wheels thereof, to effectively prevent the movement of the vehicle. |
| 22502 VC<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | **Curb Parking**<br>(a) Except as otherwise provided in this chapter every vehicle stopped or parked upon a roadway where there are adjacent curbs shall be stopped or parked with the right-hand wheels of such vehicle parallel with and within 18 inches of the right-hand curb. Where no curbs or barriers bound any roadway, right-hand parallel parking is required unless otherwise indicated.<br>(b) The provisions of subdivision (a) or (e) do not apply to a commercial vehicle if a variation from the requirements of subdivision (a) or (e) is reasonably necessary to accomplish the loading or unloading of merchandise or passengers on, or from, |

such vehicle and while anything connected with such loading, or unloading, is being executed.

This subdivision shall not be construed to permit any vehicle to stop or park upon a roadway in a direction opposite to that in which traffic normally moves upon that half of the roadway on which such vehicle is stopped or parked.

(c) Notwithstanding the provisions of subdivision (b), local authorities may, by ordinance, prohibit commercial vehicles from stopping, parking, or standing on one side of a roadway in a business district with the wheels of such vehicle more than 18 inches from the curb. The ordinance shall be effective only if signs are placed in the areas to which it is applicable clearly indicating the prohibition.

(e) Upon a one-way roadway, vehicles may be stopped or parked as provided in subdivision (a) or with the left-hand wheels parallel to and within 18 inches of the left-hand curb, except that motorcycles, if parked on the left-hand side, shall have either one wheel or one fender touching such curb. Where no curb or barriers bound any such one-way roadway, parallel parking on either side is required unless otherwise indicated.

The provisions of this subdivision shall not apply upon the roadways of a divided highway.

## UNLAWFUL PASSING OF SCHOOL BUSES

GIVE EXAMPLES.

22454 VC
School Bus
SPAB
Transit
Farm Labor

The driver of any vehicle upon meeting or overtaking from either direction any school bus equipped with signs as required in this code, which has stopped for the purpose of receiving or discharging any schoolchildren and displays a flashing red light signal visible from front and rear, shall bring the vehicle to a stop immediately before passing the school bus and shall not proceed past the school bus until the red flashing signal ceases operation.

The driver of a vehicle upon a highway with separate roadways need not stop upon meeting or passing a school bus which is upon the other roadway. The driver of a vehicle need not stop upon meeting or passing a school bus when the school bus is stopped at an intersection where traffic is controlled by a traffic officer or official traffic control signal, or when the school bus is stopped at a place where traffic is controlled by a traffic officer or official control signal.

The provisions of this section shall also be applicable to a roadway upon private property.

Pupils or nonpupil crossing guards are not traffic officers.

**Violations**

22454.5 VC

Notwithstanding Section 42001, a person convicted of a first violation of Section 22454 shall be punished by a fine of not less than fifty dollars ($50) or more than one hundred dollars ($100). A person convicted of a second, separate, violation of Section 22454 shall be punished by a fine of not less than fifty dollars ($50) or more than two hundred fifty dollars ($250). If a person is convicted of a third or subsequent violation of Section 22454 and the offense occurred within two years of two or more separate violations of Section 22454, the court may order the Department of Motor Vehicles to suspend, in which case the department shall suspend, the person's privilege to operate a motor vehicle for one year.

A driver of any vehicle that passes a school bus that has stopped for the purpose of loading or unloading pupils who must cross a roadway and that has red lights in operation is in violation of the Vehicle Code. We will discuss in detail this information at a later date.

**REFERENCE** | **CONTENT**

When a complaint is filed, the driver may have to appear in court to justify the action. This is why the information is so important. When the complaint is filled out, turn this over to the school bus officer for further actions.

Drivers may be asked at the start of each school year to help record all stops made. Red light crossover stops should be indicated in red to help other drivers identify them easily.

## DRIVER RESPONSIBILITY

School Bus

As the school bus approaches a bus stop during the loading and unloading procedure, and when the bus leaves the stop, when does the driver's supervision start and stop as far as the students' safety is concerned?

The driver's supervision starts approximately at a point where the driver can recognize a pupil as the bus approaches or leaves a bus stop. If a driver, while at the bus stop, observes a pupil doing something wrong; (e.g., destroying property, playing in the roadway, running across the roadway to the bus), the driver (for safety of the pupil) should take action to correct the situation. The driver should also report the problem to the supervisor. **While the bus is stopped to load or unload, the pupils are the direct responsibility of the driver.**

## PASSENGER LOADING (RIGHT-SIDE, NO RED LIGHTS)

Right-side Loading Procedure:

The pupils are on the right side of the road.

**DRAW A ROADWAY AND BUS STOP. FOLLOW THE BUS MOVEMENT FOR A RIGHT-SIDE PICKUP ONLY.**

1. Start slowing down in preparation for the designated stop.
2. Apply brakes hard enough to light up the stop lamps so that vehicles following will have an indication the bus is preparing to stop.
3. Activate right-turn signal indicator.

| **REFERENCE** | **CONTENT** |
|---|---|

4. Check all mirrors to ensure that traffic is clear and it is safe to pull to the right and stop.
5. Approach pupils with extreme care, giving due consideration to the surface on which the bus is going to stop (dry or slippery, dips sharply to the right, rough ground, etc.).

**CITE LOCAL POLICY.**

6. Do not pull any closer than 6 feet from the waiting pupils. Pupils should face toward the approaching bus.
7. Cancel the turn signal indicator.
8. Place the transmission in neutral or appropriate gear.
9. Set the parking brake.
10. Release the clutch, if appropriate.
11. Open the front door when ready to board the pupils. All pupils should be trained not to move toward the bus until the door opens.

**EMPHASIZE MIRROR USE.**

12. Have pupils go directly to their seats.
13. Check to ensure pupils are properly seated and close the front door.
14. Place the transmission in gear, and release parking brake.
15. Check traffic, use mirrors; recheck right mirrors before moving the bus, turn on left-turn signal indicator and when safe pull into the flow of traffic; cancel turn signal indicator; regain road speed; and proceed to the next stop.

**QUESTIONS**

Right-side Unloading Procedure:

**DRAW DIAGRAM ON BOARD AND EXPLAIN STEP-BY-STEP.**

1. Start slowing down for the designated stop.
2. Apply enough pressure on the foot brakes to light up the stop lamps so that vehicles following will have an indication the bus is preparing to stop.
3. Activate right-turn signal indicator.

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4. Check all mirrors to ensure traffic is clear and it is safe to pull to the right and stop.
5. Once stopped, cancel the turn signal indicator.
6. Place the transmission in neutral, or appropriate gear.
7. Apply the parking brake.
8. Release the clutch, if appropriate.
9. Check all mirrors again to ensure it is safe to discharge the passengers.

**NO PUPIL SHALL CROSS THE STREET.**

10. Open the entrance door.
11. Unload the passengers.

**EMPHASIZE MIRROR USE.**

12. Do not move the bus until all pupils are a safe distance from the bus.
13. Close the entrance door.
14. Place the transmission in gear.
15. Check all mirrors, again checking pupils and traffic. Be sure to check the front cross-view mirror for pupils who may be in a blind spot. ACCOUNT FOR ALL PUPILS BEFORE MOVING THE BUS. **Recheck right mirrors.**
16. Apply left-turn signal indicator showing traffic the vehicle is preparing to pull to the left.
17. Release the parking brake.
18. Check all mirrors again and, when safe, move to the left.
19. Cancel the turn signal indicator.
20. Regain road speed and continue to the next stop.

RED LIGHT CROSSOVER (Loading, escorting, Elementary/Secondary)

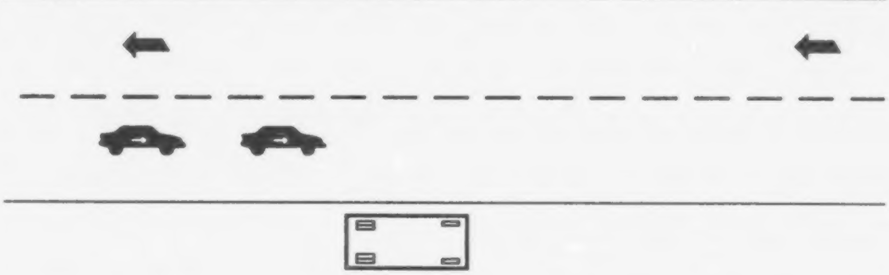
School Bus

In addition to the procedures previously discussed, these additional instructions apply when performing a red light crossover stop. The bus is stopped and there are pupils across the roadway who need assistance crossing to board the bus.

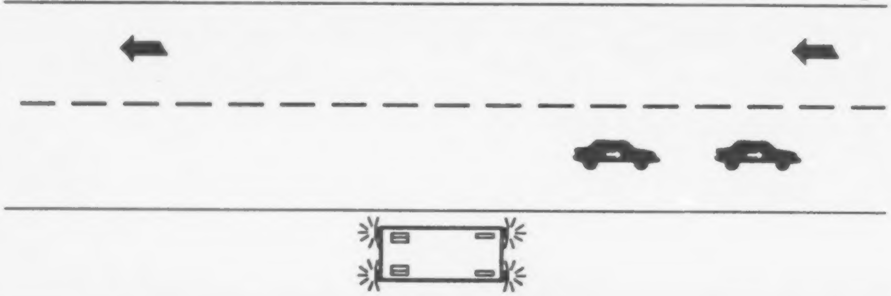
**DRAW A DIAGRAM ON THE BOARD AND FOLLOW EACH MOVEMENT.**

1. Place transmission in 1st or reverse gear.
   - (A) Automatic transmissions in Type 2 buses must be placed in park position.
   - (B) Automatic transmissions in Type 1 buses usually do not have a park position. If this is the case, check with the mechanic for the proper securement procedures. It may be well to select either low or reverse range because the engine cannot be started unless the selector is in neutral position. There is no holding power.
2. Set parking brake.
3. Shut down the engine.
4. Remove ignition key, which must remain in the driver's possession.
5. Check all mirrors for approaching traffic. Clear all close traffic; this is especially true with trucks and other buses. Allow them to pass if at all possible.
6. When safe to do so, activate the red crossover lamps.

Check for approaching traffic

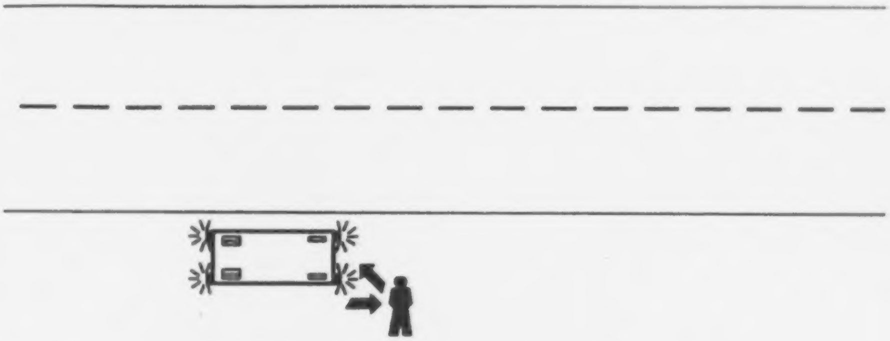


Allow traffic to clear before activating red crossover lamps

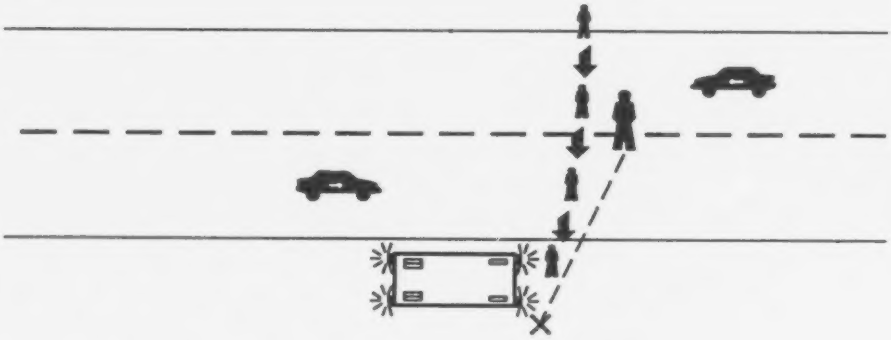


**REFERENCE** | **CONTENT**

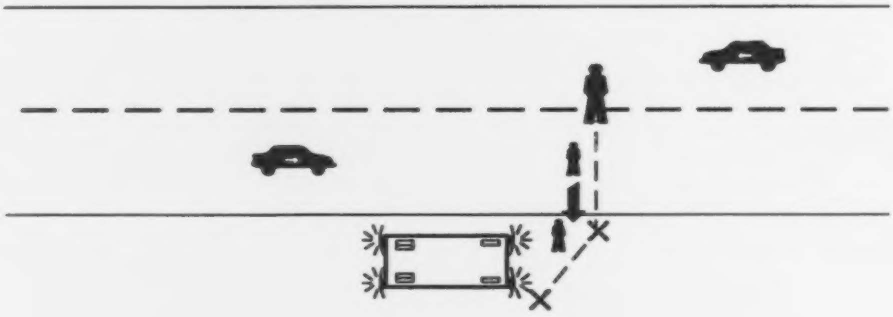
7. Open entrance door and check both ways on the right side of the bus before exiting.
8. Step off about four paces from the front of the bus before starting to enter the roadway.



9. Turn toward the bus, look up, and verify the red lights are flashing.
10. Walk at a 45-degree angle toward center of the roadway and, if applicable, use a hand-held stop sign. Do not trust any vehicle or the pupils. Vehicles may try to pass the bus, and pupils may attempt to run across the roadway before you are ready. Take charge of the situation. Upon reaching the center of the roadway, face the pupils. This enables you a clean view of traffic in both directions. **If the driver uses a hand-held stop sign, it must be used in conjunction with the red crossover lights. Also the hand-held stop sign does not control the stop sign.**



When traffic is stopped in both directions, TELL the pupils to cross the street - walk, do not run. Never use a hand motion. Some motorists may mistake that to mean they can pass. The pupil must cross the street between you and the front of the bus, never behind you or the bus.



11. When the last pupil walks past, follow to the bus and board. A word of warning: You as a driver should know how many pupils are at each red light crossover stop. Example, if there are normally five pupils that you cross everyday and you arrive at that stop, and see only four pupils, as soon as you step into the roadway, ask the pupils where the other person is. They may say the pupil was taken to school or the pupil is ill today. If they do not know, keep looking for the pupil to come running for the bus. You can see that pupils who are late to the bus stop can be a problem.

    You may be almost back to the bus when the pupil will run into the roadway behind you, which could be dangerous. Always look in all directions when you are performing a red light crossover.
12. Upon entry into the bus, turn off the red lights.
13. Close the entrance door.
14. Fasten the seat belt.
15. Restart the engine.

16. Check to see that all pupils are properly seated.
17. Check all mirrors.
18. Turn on left-turn signal.
19. **Recheck right mirrors.**
20. When it is safe, release the parking brake, reenter the roadway, and proceed to the next stop.

Always keep in mind this maneuver is the most dangerous and there is no room for mistakes. **If an accident takes place during this procedure, it is usually fatal.**

In another situation the pupils may have already crossed the roadway before the arrival of the bus. If this is true, again, count the pupils when pulling into the stop to see if everyone is there. If not, start looking across the roadway for a late pupil. Pupils must be trained never to cross the roadway while the bus is approaching or is sitting at the stop until provided a safe crossover that follows the steps just discussed. In the case of pupils ninth through the twelfth grade levels, the driver does not necessarily have to physically escort them across the roadway, but must provide the red light protection. The pupils should not cross the roadway until the driver is set and signals them to cross.

Another word of warning, at any bus stop situation always look for preschool children who may be close by. Be sure they are far enough away from the bus to be out of danger.

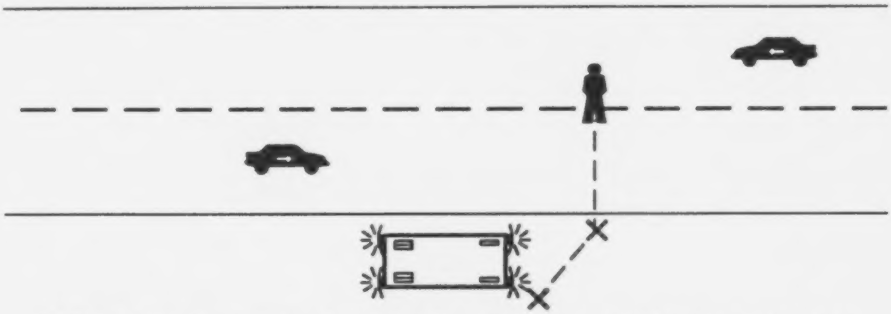
Also animals, such as dogs, can cause problems. They are usually around the children, and if this is true, be very careful. Be sure they are out of danger. Warn the pupils to keep their pets away from bus stops.

| REFERENCE | CONTENT |
|---|---|

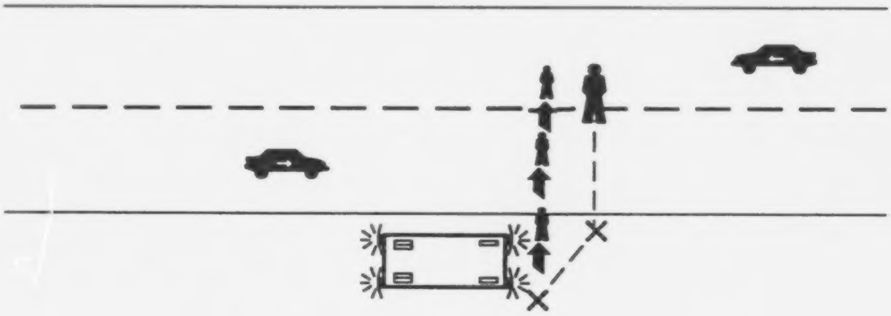
**RED LIGHT CROSSOVER** (Unloading, Escorted, Elementary/Secondary)

**DRAW STEP-BY-STEP PROCEDURES ON BOARD.**

The only difference during this procedure occurs when the driver leaves the driver's seat, the last thing to do is open the entrance door. The driver is the first one out the door. At the bottom step, before stepping out of the bus, look both directions along the right side of the bus for vehicles that might be trying to pass the bus on the right. Bus drivers have been struck by bicycles, tricycles, skateboard riders, and runners.



Walk at least four paces from the front of the bus before stepping into the roadway. Have the pupils do the same; have them wait on the right side of the bus until you have walked to the center of the roadway and been assured all traffic is stopped. Then TELL the pupils to cross between you and the front of the bus.



| REFERENCE | CONTENT |
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| | Stay in that position until the last pupil has cleared the roadway, then return to the bus and follow the same procedures previously described. |
| | **ESCORTING PUPILS** |
| School Bus | The following requirements shall apply at school bus stops made to receive or discharge pupils: |
| 13 CCR 1227(2) | (2) Escort across the highway or private road all pupils who attend a pre-kindergarten or elementary school (a public or private school that does not offer education beyond the eighth grade). The driver may use an approved hand-held stop sign while escorting any pupil. The driver is not required to escort any pupil at a location where traffic is controlled by a traffic control signal, unless required to do so by the school district. |
| 13 CCR 1202(b) | (b) Authority of District Boards. The governing board of any school district, county superintendent of schools, or equivalent private school entity or official, may adopt and enforce additional requirements governing the transportation of pupils. Such requirements shall not conflict with any law or state administrative regulation. |
| | **The governing board of a school district may require school bus drivers to escort high school pupils across the highway.** |
| 13 CCR 1227(2) | The driver may use an approved hand-held stop sign (18-inch octagonal stop sign) while escorting any pupil.<br>**EXPLAIN DISTRICT POLICY.**<br>If the driver uses the hand-held stop sign, its use is merely a reminder for motorists to stop for the school bus red lights. |
| | **RED LIGHT CROSSOVER - LOADING (Unescorted)**<br>Secondary Pupils Only<br>As a general rule pupil passengers are at the right-side bus stop prior to the arrival of the bus. However, if there are secondary pupils who must cross the street on which the school bus is stopped, the flashing red crossover lights must be activated, except at any location where |

traffic is controlled by a traffic officer or official traffic control signal.

The following procedure should be followed after the school bus has stopped:

1. Ensure that all pupils are a safe distance away from the roadway.
2. Ensure that traffic has cleared or is a safe distance from the bus before activating the flashing red light system.
3. Once the red light system is activated, the driver must be sure that it is safe for the pupils to cross the roadway. Pupils should be instructed not to cross the roadway until it is safe and the red lights are flashing.
4. When the pupil reaches the edge of the roadway, the pupil should stop and look in both directions, making sure the roadway is still clear and it is safe to cross.
5. All pupils must cross in front of the bus.
6. Pupil passengers are to board the bus in an orderly manner and be seated.

22112 VC
School Bus

### RED LIGHT CROSSOVER - UNLOADING (Unescorted)

Secondary Pupils Only

When unloading secondary pupils from the bus, it is the driver's responsibility to ensure that all discharged pupils who cross the roadway have crossed safely. The flashing red light system must be operated whenever a pupil crosses the street on which the bus is stopped at any location where traffic is not controlled by a traffic officer or official traffic control signal.

The following procedure will help ensure the pupils' safety:

1. Ensure that traffic has cleared or is a safe distance from the bus before activating the flashing red light system.
2. Once the flashing red light system is operating, make sure all traffic is clear or stopped before opening the entrance door.

| REFERENCE | CONTENT |
|---|---|
| | 3. As the pupils start to exit, have them look to the right and left before stepping off the bus.<br>4. After the pupils exit the bus, they are to walk approximately ten paces in front of the right bumper and stop. The pupils should be instructed to check and make sure the red lights are flashing.<br>5. When the pupil reaches the road edge, the pupil should stop and look in both directions, making sure the roadway is still clear and it is safe to cross.<br>6. All pupils must cross in front of the bus unless the law allows otherwise. |
| 22112 VC | **Remember in all cases, when a pupil is to cross the roadway, the red crossover lights must be in operation!** |
| 13 CCR 1226 | **Remember every time the driver leaves the driver's compartment when pupils are aboard, the parking brake must be securely set, the engine shut off, the transmission placed in first or reverse gear or park position and the ignition key removed. The keys must remain in the driver's possession.** |
| | Drivers of school buses must also remember the only person responsible for the crossing of pupils is the driver. For example, if a parent of an elementary pupil is at the bus stop waiting for the pupil, the driver must offer to escort both the pupil and parent across the roadway. If the parent refuses the escort, you have at that time been released of your responsibility to the pupil. Another example of the driver's responsibility to pupils would be, if an elementary pupil and a high school pupil cross at the same time, the driver must escort both. |
| | Another area where accidents do happen is the loading and unloading zones at the schools. The driver must train the pupils not to push and shove others when getting on or off the bus. Teach the pupils to use hand rails and go directly to their seats and also face forward at all times. Always when unloading at a school loading zone, be sure all |

pupils are out of danger before pulling out. If you cannot be sure, it may be necessary for you to get out of the bus and look.

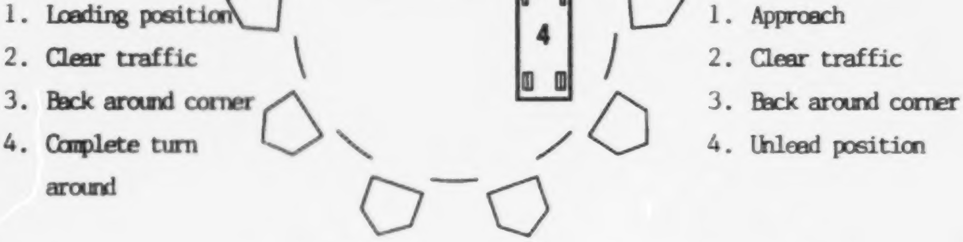
## HAZARDOUS LOADING/UNLOADING CONDITIONS

### (Loading or Unloading at a Turnaround)

It is best not to back a bus anytime when pupils are present without having someone on the outside directing this maneuver. In the event you must back, sound the horn before backing to warn people around the bus.

Let's discuss a place where you must do a backing maneuver on a bus route in order to turn around. You are on a route in the morning picking up pupils at a turnaround point. Always stop and load the pupils before turning around. This way you know where the pupils are. Then perform the backing maneuver. On the return route always do the backing first. During behind-the-wheel training, there will be instructions on the proper procedures to use during this maneuver.

**DRAW A DIAGRAM AND EXPLAIN.**



1
2
3
4
RESIDENTIAL A.M.
1. Loading position
2. Clear traffic
3. Back around corner
4. Complete turn around
RESIDENTIAL P.M.
1. Approach
2. Clear traffic
3. Back around corner
4. Unload position

| REFERENCE | CONTENT |
|---|---|
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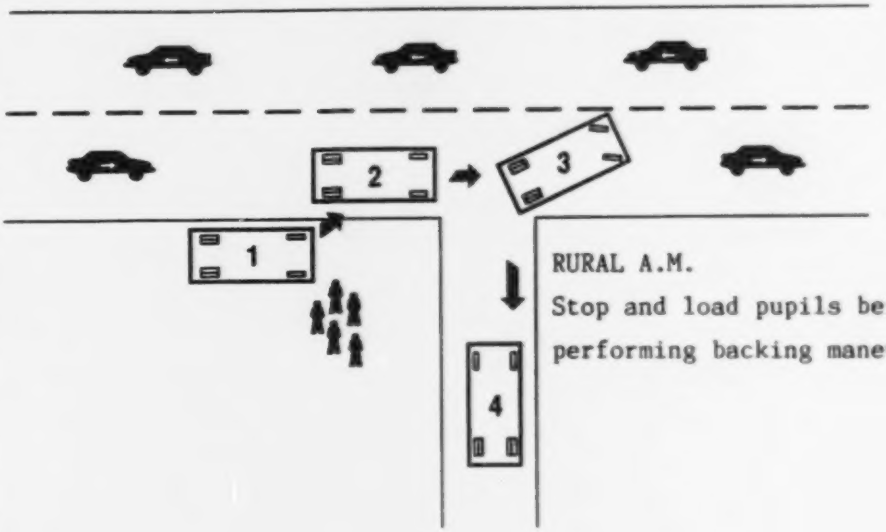
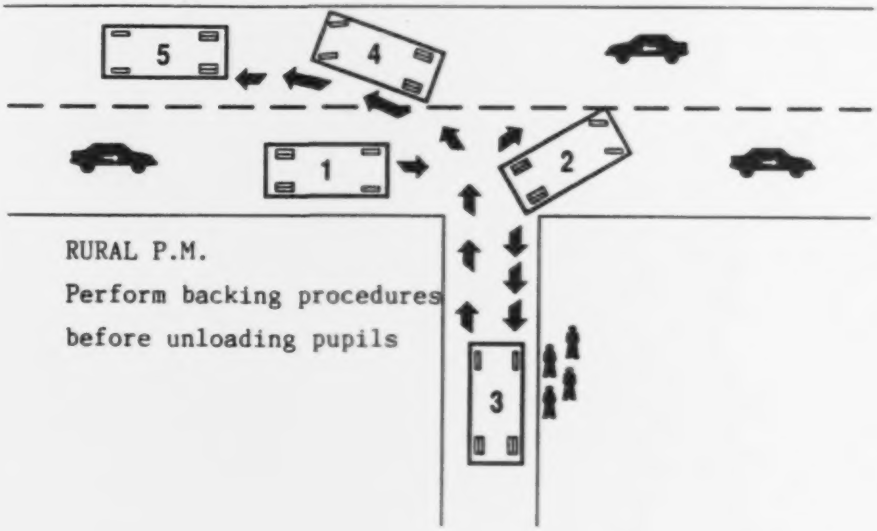


RURAL A.M.
Stop and load pupils before
performing backing maneuver



RURAL P.M.
Perform backing procedures
before unloading pupils

Never take it upon yourself to make a decision where a bus stop should be without discussing it with your supervisor. All bus stops must be approved before being made. If you feel there is a safety problem at any stop, call it to the attention of your supervisor. Don't stick your neck out.

## SCHOOL SITE LOADING/UNLOADING ZONES

Following are some additional regulations you should be aware of. It is extremely important that training for new drivers include visitations and procedural instructions for each individual school loading/unloading zone. Take your trainee to each school site, stop the vehicle, and ask the trainee for comments about the area. The following items should be discussed:

1. Number of buses at this school
2. If more than one bus, who is the lead driver or person in charge?
3. Type of schedule (staggered or single dismissal)
4. If buses are assigned parking locations, is it by bus number or route number, and what is the parking position?
5. If buses are parallel parked, they should be bumper to bumper to prevent pupils from running between the buses and into the path of another vehicle.
6. Discuss location and related problems with visitor parking and faculty parking area.
7. Discuss problems that could be created from the location of playground, bicycle racks, and so forth.
8. Discuss entrance and exits, width of roads, sharp turns, dips in the road, speed bumps, and trees and shrubbery that may obstruct or impair the vision of the driver in the loading zones.
9. Discuss the order of leaving the loading areas. The driver must carefully observe the movements of pupils walking, riding bicycles, or driving cars when leaving school.
10. If the loading zone is covered by a roof or canopy, be certain that the height of the canopy will accommodate the tallest school bus.

| REFERENCE | CONTENT |
|---|---|

11. Discuss problem objects such as gateposts or swinging gates.
12. Some of the larger transit buses with automatic transmissions need more clearance from the road surface to the lower part of the transmission. This could cause the bus to get "hung up" on some driveways and cause extensive damage.

As a prospective bus driver, the trainee will have many concerns and will be wondering how some of these concerns will be solved. These concerns will include: "how will I do with pupils," "how about the bus stops," or "how about bad weather," and many others. The driver will probably feel that the safest place will be the loading and unloading zones at the schools; however, this is usually not the case.

1. The school site may be located so that traffic flows in only one direction. This may cause the driver frustrations and delays.
2. There may be pupils in this area who are not transported by bus and walk home. The driver must be aware of these pupils also.
3. Many times parents receive or discharge their children in private vehicles. These parents may be in a hurry and not be on the watch for the bus, so the driver of the bus must watch for them.
4. Sometimes the driver must back the bus in these zones. If this is true, explain district/company procedures to ensure pupil safety.
5. Some school site loading/unloading zones are not designed for large buses; therefore, you may encounter a situation where buses are waiting on the surface street to get into the school loading/unloading zone.

As you can see, there are many areas of concern in school loading zones. It is recommended that each school site be handled on an individual basis, because no two are alike. District policies relating to loading/unloading zones should be followed.

| REFERENCE | CONTENT |
|---|---|

**SPECIAL NEEDS PASSENGERS** (Loading/Unloading)

NOTE TO THE INSTRUCTOR

IN THE EVENT THAT YOUR DISTRICT OR COMPANY IS TRANSPORTING SPECIAL EDUCATION PUPILS ON BUSES, ADDITIONAL PREPARATION AND BEHIND-THE-WHEEL TRAINING WILL BE NECESSARY FOR A DRIVER OF THOSE VEHICLES. IT IS IMPORTANT THAT THE INSTRUCTOR FOR THIS PART OF THE SKILLS LEVEL BE EXPERIENCED IN ALL AREAS OF SPECIAL EDUCATION TRANSPORTATION. THIS LESSON WILL DEAL WITH LOADING AND UNLOADING PROCEDURES OF AMBULATORY PASSENGERS AND WHEELCHAIR USERS.

SITE SELECTION IS IMPORTANT. THE CURB SHOULD BE WIDE ENOUGH TO ACCOMMODATE A WHEELCHAIR AND DRIVER ATTENDANT.

LIFT-EQUIPPED VEHICLES SHOULD BE USED TO SIMULATE THE "BLIND TRANSPORTATION EXERCISE." THE PRIMARY USE OF THIS EXERCISE IS TO BLINDFOLD YOUR TRAINEE AND LET THE TRAINEE EXPERIENCE BUS TRANSPORTATION FROM THE RIDER'S PERSPECTIVE; FOR EXAMPLE, WHEELCHAIR LIFT PROCEDURES, BLIND RIDE, AND BLIND CURBING EXERCISE.

INCLEMENT WEATHER CAN POSE A PROBLEM. HOWEVER, IT IS BETTER IF THE TRAINEES HAVE THE OPPORTUNITY TO EXPERIENCE THE UNIQUE SITUATIONS THAT INCLEMENT WEATHER CAN CAUSE WHILE THEY ARE IN TRAINING. THEREFORE, DO NOT LET THE WEATHER ALTER YOUR TRAINING SCHEDULE.

SPECIAL EDUCATION PUPILS ARE USUALLY "PICKED UP" AND DISCHARGED AT THEIR PLACE OF RESIDENCE. NORMAL PROCEDURES WOULD BE FOLLOWED STEP BY STEP WHEN APPROACHING THE STOP AND UP TO THE POINT OF OPENING THE DOOR OR LOWERING THE LIFT AND LEAVING THE STOP.

## Loading

**Ambulatory Pupil Procedures**

If the pupil's disability does not affect the use of legs, arms, or hands and allows walking, regular loading procedures would be followed. Do not move until the pupil is seated and the seat restraint is fastened.

If the pupil's disability requires use of braces, crutches, or other appliances, the following procedures should be followed:

### Boarding Through Front Door.

The driver places the transmission in first or reverse gear or park position, turns off engine and removes key, sets parking brake, unfastens seat belt, exits bus, and stands behind the pupil during entry into the bus. (The driver can assist pupils from this location.) The driver should follow the passenger to the seat and assist with the seat restraint, if necessary.

In some cases it may be necessary for an ambulatory pupil to ride the lift to enter the bus. In this case the procedures in the previous instance for securing the bus should be followed; however, the driver should ride and operate the lift with the pupil to give extra support. Secure and cover the lift immediately, check pupil's seat restraints, and follow regular procedures in leaving the stop. Be sure the lift toe guard is in proper position, and follow local policies in securing assistive devices.

### Wheelchair Procedures.

After securing the bus at the side of the roadway, the driver should leave the bus, open the lift door, and proceed to lower the lift from the outside. When the lift is completely down, check the pupil and wheelchair. Place the wheelchair on the lift so the pupil faces outward. Secure wheelchair brakes. The driver will operate the lift while standing to the side and rear of the chair. Be sure the lift toe guard is in the proper position. On reaching floor level, back the pupil off the lift, raise lift to full up immediately and move pupil to

| **REFERENCE** | **CONTENT** |
|---|---|

regular position. Set wheelchair brakes and secure the chair to the bus with the tie-down system being used. Replace lift cover. Exit bus and close outside doors.

### Unloading

**Ambulatory Pupil Procedures**

Pupils remain seated until the bus comes to a complete stop. If the pupil's disability does not affect the use of legs, arms, or hands and allows walking, regular unloading procedures should be followed. If pupil disability requires use of braces, crutches, or other appliances, the following procedures should be used.

### Exiting Through Front Door

The driver places the transmission in first or reverse gear or in park position, turns off engine and removes key, sets parking brake, removes seat belt, and helps the pupil remove seat restraint (if necessary). The pupil proceeds to front of bus (walking behind the driver). The driver will exit bus first and stand outside the bus, facing the pupil. The driver can assist pupil if needed, as the pupil exits the bus. The driver enters the bus and follows regular procedures for leaving the bus stop.

In some cases it may be necessary for an ambulatory pupil to ride the lift when exiting the bus. In this situation the driver should secure the bus in the normal procedure. The driver should open the outside doors, then go to the seat location of the pupil and, if necessary, assist the pupil in gaining a standing position. The driver will then proceed to the lift with the pupil, remove the padded cover from the lift, remove the safety chain (if applicable), and prepare to lower the lift to floor level. The driver and pupil should then stand on the lift and the driver will operate the lift to the ground level. When the pupil is off the lift and a safe distance from the bus, the driver should raise the lift to full up, close the outside doors, reenter the bus, cover the lift, attach safety chain (if applicable), and proceed to next stop.

| REFERENCE | CONTENT |
|---|---|
| | **Wheelchair Procedures**<br>After securing the bus at the side of the roadway, the driver should leave the bus, open the lift door, and proceed to lower the lift from the outside. When the lift is completely down, check the pupil and wheelchair. Place the wheelchair on the lift so the pupil faces outward. Secure wheelchair brakes. The driver will operate the lift while standing to the side and rear of the chair. Be sure the lift toe guard is in the proper position. On reaching floor level, back the pupil off the lift, raise lift to full up immediately and move pupil to regular position. Set wheelchair brakes and secure the chair to the bus with the tie-down system being used. Replace lift cover. Exit bus and close outside doors |
| | **THE RESPONSIBILITY OF SAFELY LOADING AND UNLOADING PASSENGERS RESTS WITH THE DRIVER.** |
| | GENERAL REGULATIONS: |
| 13 CCR 1217(d)<br>School Bus | **Seat Beside Driver**<br>No more than two pupils shall be allowed to occupy the seating space beside the driver of a Type 2 school bus. |
| 13 CCR 1223<br>School Bus<br>SPAB | **Driver's Vision**<br>The driver shall not allow any person to occupy a position that will interfere with the driver's vision to the front or sides, in the rearview mirrors. |
| 24002 VC<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | **Unsafe Load**<br>It is unlawful to operate any vehicle which is not safely loaded. |
| 13 CCR 1216(c)<br>School Bus | **General Property**<br>Drivers shall not permit any greater quantity of freight, express, or |

| REFERENCE | CONTENT |
|---|---|
| SPAB<br>Farm Labor<br>Transit | baggage in vehicles than can be safely and conveniently carried without causing discomfort or unreasonable annoyance to passengers. In no event shall aisles, doors, steps, or emergency exits be blocked. |
| 5 CCR 14013<br>School Bus | **Authority of Driver**<br>Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the **driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway.** |
| 13 CCR 1217(h)<br>School Bus<br>SPAB<br>Youth Bus | **Ejection of Pupils at Other Than Pupil's Regular Stop**<br>The driver of a bus shall not eject any school pupil unless the pupil is given into the custody of a parent or any person designated by the parent or school or a law enforcement officer. |
| 13 CCR 1217(a)<br>School Bus<br>SPAB<br>Farm Labor | **Seating Capacity**<br>The number of passengers in a bus shall not exceed the number specified by the CHP Vehicle Inspection Approval Certificate posted in each bus.<br>We, at times, under certain programs, transport infants. An infant carried in the arms of another person is not counted as a passenger for determining seating capacity.<br>Infants are children whose age, size, and weight dictate that they are normally carried in the arms of their parents. The weight of such infants is included as part of the total weight of the vehicle for purposes of determining gross vehicle weight. |
| 13 CCR 1217(e)<br>School Bus<br>SPAB<br>Transit Bus | **Standing Passengers**<br>A bus shall not be put in motion until all passengers are seated, and all passengers must remain seated while the bus is in motion.<br>Standing passengers are permitted only on a bus (except a school bus |

| REFERENCE | CONTENT |
|---|---|
| Farm Labor | or SPAB) operated in regularly scheduled passenger stage service on urban and suburban service by a common carrier or publicly owned transit system, and equipped with grab handles or other means of support for standing passengers and constructed so that standing room in the aisle is at least 74 inches high. |
| 13 CCR 1217(f)<br>School Bus<br>SPAB<br>Transit<br>Farm Labor | **Open Doors**<br>While passengers are aboard, a bus shall not be put in motion until the doors are closed. The doors shall not be opened until the vehicle is stopped. |
| 13 CCR 1217(c)<br>School Bus<br>SPAB<br>Transit<br>Farm Labor | **Step Wells**<br>Passengers shall not be permitted in the front step well of a bus while the vehicle is in motion. |
| | **TRANSIT BUS - LOADING AND UNLOADING**<br>The loading and unloading procedures for transit buses differ somewhat from other types of buses. The main difference is the driver's lack of control over the conduct of passengers while boarding or alighting. However, there is no difference in the level of responsibility the driver has for the safety of the passengers. To help achieve the highest possible safety level and to maximize the quality service expected, the following procedures are recommended for entering a bus stop:<br>1. Start slowing in preparation for the designated stop.<br>2. Apply service brake hard enough to activate the stop lights so following vehicles will have an indication the bus is preparing to stop.<br>3. Activate the right-turn signal at least 150 feet before entering the loading zone.<br>4. Check all mirrors to ensure traffic is clear and it is safe to move to the right. |

| REFERENCE | CONTENT |
|---|---|

5. Before pulling into the stop, identify any and all problem objects.
6. Make sure passengers moving to seats or standing locations are prepared for the stop.
7. Stop 6 to 12 inches from the curb. If it is not possible to stop 6 to 12 inches from the curb, stop 48 inches from the curb. This allows the passengers the ability to step into the street.
8. Come to a complete stop and ensure both doors are clear of any obstructions before opening doors; i.e., poles, trees, puddles, etc.
9. Keep your foot on the brake while the doors are open.
10. Allow passengers to exit before any passengers board.

When the bus is stopped parallel to the curb and about a foot from the curb, it is convenient for the passengers and gives them an easy step directly from the curb to the bus and the bus to the curb.

These standards for curbing are based on the amount of space available at the curb. They provide a safe place for passengers to board and exit a bus and keep the driving lane as clear as possible. There are times when it is not possible to meet these standards due to broken curbing, construction, or some other problem. If this is the case, the operator must use correct judgment and follow district policy in determining the safest place to stop.

Recommended Procedures for Leaving the Loading Zone

1. Visually observe and use mirrors to ensure that boarding and alighting passengers are clear of the doors.
2. Close both doors.
3. Make sure passengers moving to seats or standing locations are prepared.
4. Activate left-turn indicator.
5. Check for: traffic to the left, pedestrians in front, side, or rear of the bus, traffic lights, signs and traffic ahead.
6. Take your foot off the brake.

7. Merge smoothly into the traffic lane.

Realistically, rush-hour crowds are hard to deal with. The most important thing to remember under these circumstances is to drive with extreme caution.

### NOTE TO THE INSTRUCTOR

**GIVEN THE ACTIVITY THAT OCCURS IN AND AROUND TRANSIT BUS STOPS, IT IS IMPERATIVE THAT THE IMPORTANCE OF MIRROR USE IS DISCUSSED AT LENGTH DURING THIS LESSON.**

### Transporting The Elderly and The Handicapped

The intent of this unit is to build a feeling of understanding and respect between the drivers and the elderly and the people with limited mobility. Perhaps the most important element in dealing with the elderly and the handicapped, however, is the element of making them feel special and important.

The regular procedures will apply in making the proper bus stop and in leaving the stop. The major differences are in the boarding and alighting procedures. Special emphasis will be placed on the lift operation, boarding procedures, alighting procedures, and any additional policies that relate to the safety of all concerned.

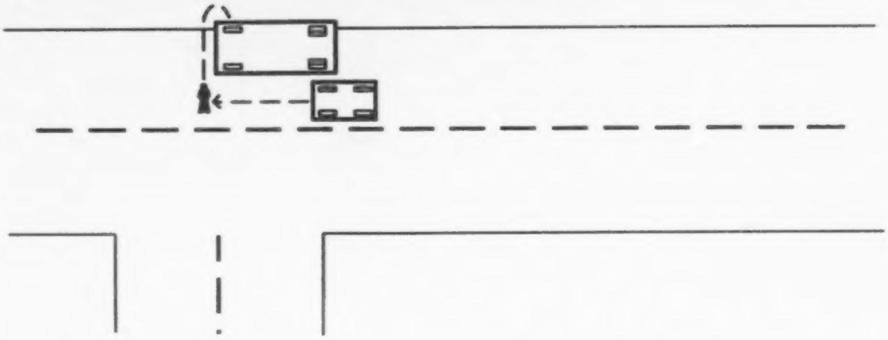
## ACCIDENT PROBLEMS

### NOTE TO THE INSTRUCTOR

**THE FOLLOWING ACCIDENTS ARE EXAMPLES OF HOW A DRIVER CAN BECOME INVOLVED IN A SITUATION. ADJUST THESE SITUATIONS TO SUIT THE NEEDS OF YOUR ORGANIZATION. IF YOU HAVE EXAMPLES OF ACCIDENTS IN YOUR AREA THAT INVOLVE PASSENGER LOADING/UNLOADING, CITE THOSE DURING THIS TIME.**

Here is an accident. A school bus pulled off the roadway and stopped at a regular stop to discharge an elementary student who lived on the other side of the roadway.

**DRAW AND EXPLAIN HOW TO PREVENT THIS.**



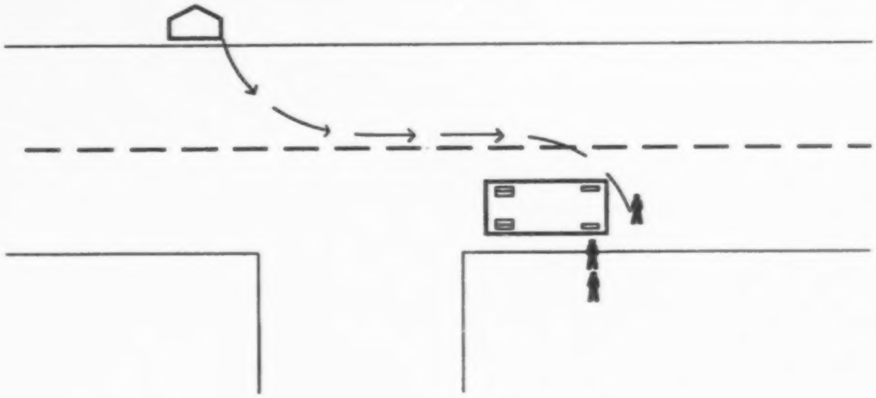
In such cases the school bus driver is required to escort the student across the roadway and use the red lights as required by law. However, the school bus driver failed to do this, and the child was struck by a truck and killed.

Preventable or not?

## QUESTIONS

Following is the description of another accident that will point out that a driver of a school bus should never take anything for granted and should always look twice in every direction before moving the bus. A driver should teach passengers to stay out in front of the bus far enough so that they can be seen.

The bus stop was located on the right side of the roadway. On this particular day, one boy was late, and the driver was turned around in the seat talking and joking with other passengers as they boarded the bus. After they were on, the driver turned around facing forward, closed the door, checked traffic on the left side and started into the line of traffic when a bump was felt. The driver had not seen the little boy who was running toward the bus from the rear because the driver had been turned facing into the entrance door talking to others. The timing was such that the driver never saw the boy and the bus passed over him and killed him.



The lesson learned from this accident is that if the driver's attention is diverted to other things during loading and unloading procedures, the driver must take time and be sure to check all directions before making a move. Recheck all mirrors before moving the bus.

Of course, this boy should have done one of two things:

1. Walked facing traffic on the left side of the roadway and attempted to get the attention of the driver so the student could be properly escorted across the roadway or
2. Crossed the roadway in front of his home or crosswalk near the intersection and approached the bus from the rear on the right side of the roadway.

It is possible the driver would not have seen the boy and left him behind, but caution would have prevented this tragic accident. A second point this accident teaches us is that children must be shown the correct moves to make under such conditions.

**IN CONCLUSION**

The great responsibility of loading and unloading the passengers safely rests with the driver. As professional bus drivers we must follow the recommended procedures if we are to prevent accidents from happening. During the behind-the-wheel training, extensive instructions will be given in this area.

## SCHOOL BUS PASSENGER LOADING AND UNLOADING PRETEST AND UNIT TEST

1. Every school bus when operated for transportation of schoolpupils shall be equipped with a flashing red light signal system.

   T______F______

2. All pupils at or below the twelfth grade level may be escorted across the road or highway upon which the school bus is stopped.

   T______F______

3. The governing board is responsible for designating school bus stops.

   T______F______

4. A school bus may stop and unload pupils on a divided highway providing no pupils must cross.

   T______F______

5. Under no circumstances may a school bus utilize a transit system's bus stop to load or unload pupils.

   T______F______

6. The school bus must be within 24 inches of a curb when stopped to load or unload pupils.

   T______F______

7. A motorist disobeying the red flashing lights of a school bus cannot be fined.

   T______F______

8. When the driver exits the school bus with children aboard, the keys must be maintained in the driver's possession.

   T______F______

9. If an accident takes place in the loading or unloading process, it could be fatal.

   T______F______

10. The law requires pupils between prekindergarten and eighth grade (providing the school does not offer past the eighth grade instruction) be provided an escort from the driver.

    T______F______

## SCHOOL BUS PASSENGER LOADING AND UNLOADING - TEST KEY

1. T
2. T
3. F
4. T
5. F
6. F
7. F
8. T
9 T
10. F

## SPAB PASSENGER LOADING AND UNLOADING - PRETEST AND UNIT TEST

1. A school pupil activity bus shall not stop within 15 feet of the driveway of an entrance to any fire station.

   T______F______

2. Whenever parked on a highway, if headlamps are lit on a SPAB, they can be either high or low beam.

   T______F______

3. The driver of a SPAB shall stop to receive or discharge pupils at bus stops designated by the district superintendent.

   T______F______

4. When there are adjacent curbs, a SPAB must be parked or stopped within 12 inches from the curb.

   T______F______

5. If a SPAB approaches a school bus with red lights flashing, the SPAB does not need to stop.

   T______F______

6. The driver of a SPAB may not allow anyone to interfere with his or her vision to the front or sides or the rearview mirror.

   T______F______

7. A SPAB driver can eject a rowdy pupil at any time the student causes a problem.

   T______F______

8. A California Highway Patrol vehicle inspection certificate is posted in each SPAB and has listed passenger capacity. A SPAB can exceed this number of passengers.

   T______F______

9. Passengers are permitted to stand in the step well of a SPAB in motion.

   T______F______

10. A SPAB may travel the roads with passengers aboard with the front door ajar.

    T______F______

## SPAB PASSENGER LOADING AND UNLOADING - TEST KEY

1. T
2. F
3. T
4. F
5. F
6. T
7. F
8. F
9. F
10. F

## TRANSIT BUS PASSENGER LOADING AND UNLOADING PRETEST AND UNIT TEST

1. A transit passenger unloading/loading area can be utilized by school buses.

   T______F______

2. A transit bus can be stopped or parked either attended or unattended within 10 feet of a driveway to a fire station.

   T______F______

3. Whenever a bus is parked or standing upon a highway, it is permissible to have the headlamps on high beams.

   T______F______

4. The driver of another vehicle need not stop when meeting a school bus with the red flashing crossover lights activated.

   T______F______

5. A transit bus driver cannot transport any greater amount of baggage than can conveniently be carried without causing unreasonable inconvenience to passengers.

   T______F______

6. Standing passengers are at greater risk of being injured when the bus is in motion.

   ______F______

7. The door of a transit bus may be open while the bus is in motion even if passengers are aboard.

   T______F______

8. Passengers are not permitted in the front step well of any bus while the bus is in motion.

   T______F______

9. When there are adjacent curbs, a transit bus shall stop or park with the right wheels parallel to the curb and within 18 inches of such curb.

   T______F______

10. During rush-hour traffic, a transit bus driver must take extreme caution to avoid negative situations.

    T______F______

## TRANSIT BUS PASSENGER LOADING AND UNLOADING - TEST KEY

1. T
2. F
3. F
4. F
5. T
6. T
7. F
8. T
9. T
10. T

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## FARM LABOR VEHICLE PASSENGER LOADING AND UNLOADING PRETEST AND UNIT TEST

1. It is permissible to park a farm labor vehicle on a crosswalk.

   T______F______

2. A farm labor vehicle may be parked in an unincorporated area on the roadway.

   T______F______

3. When parked or standing upon a highway, a farm labor vehicle may leave its headlamps on high beam.

4. A person operating a farm labor vehicle does not have to comply with the red crossing lamps of a school bus.

   T______F______

5. It is unlawful to operate any vehicle that is not safely loaded.

   T______F______

6. A farm labor vehicle may transport more passengers than is stated on the CHP Vehicle Inspection Approval Certificate.

   T______F______

7. Farm labor vehicles shall not be placed in motion until all passengers have been seated.

   T______F______

8. While passengers are aboard, the bus shall not be in motion if the doors are open.

   T______F______

9. Passengers are allowed in the step well while the bus is in motion.

   T______F______

10. A driver of a farm labor vehicle shall stop or park the vehicle adjacent to the curb no more than 18 inches from the curb.

    T______F______

# FARM LABOR VEHICLE PASSENGER LOADING AND UNLOADING - TEST KEY

1. F
2. F
3. F
4. F
5. T
6. F
7. F
8. T
9. F
10. T

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# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT VIII

## EMERGENCY PROCEDURES

## CONTENTS

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## EMERGENCY PROCEDURES

### LESSON PLAN OUTLINE

### TOPICS:

1. Equipment required
2. Fire extinguisher
3. Classification of fires
4. Dry chemical extinguisher
5. First-aid kits
6. Red emergency reflectors
7. Fusees
8. Mechanical breakdown procedures
9. Accident procedures
10. Bus evacuation
11. Hijacking and kidnapping
12. Special problems
13. Hazardous materials
14. Pretest administration and analysis

### OBJECTIVES:

1. Explain the bus driver's responsibilities in emergency situations.
2. Explain and demonstrate the use of required emergency equipment.

### INSTRUCTIONAL DELIVERY:

Lecture, demonstration, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, model buses, fire extinguishers, reflectors, fusees, hazardous placards

| REFERENCE | CONTENT |
|---|---|

**HANDOUTS:**

Reflector placement examples

Bus evacuation material

**HEAD INSTRUCTOR AND RESOURCE MATERIAL:**

This lesson will be presented by the head instructor. A resource person (e.g., a representative of the fire department) may address the class; however, the head instructor must be present.

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| REFERENCE | CONTENT |
|---|---|
| | **OBJECTIVES** |
| School Bus<br>SPAB<br>Farm Labor<br>Transit | During driving experiences, there will be times when knowing what, how, and when to do something during an emergency will be of great value to you and your passengers. The training received during this unit is a very important part of being a good bus driver. When an emergency develops, every passenger looks to the driver for direction. The parents of the passengers you will be transporting expect performance from you in an emergency. |
| | It is your responsibility to know what to do and be able to instruct your passengers on emergency procedures in advance so they will know what to do in the event you are unable to give assistance when it is needed. |
| | Many passengers have owed their lives to their bus drivers who were trained properly and made the right decision at the right time. |
| | **EQUIPMENT REQUIRED** |
| | Let's talk about the emergency equipment we are required to carry aboard our vehicles and discuss the proper operation and use of each item. |
| | Every school bus operating in this state is required to carry the following: |
| 13 CCR 1242 | 1. Fire extinguisher (8 B:C rating) |
| 13 CCR 1243 | 2. First-aid kit |
| 13 CCR 1292 | 3. A set of red warning reflectors |
| | Every SPAB bus operating in this state is required to carry the following: |
| 13 CCR 1242 | 1. Fire extinguisher (4 B:C rating) |
| 25300 VC | 2. A set of red warning reflectors |

| REFERENCE | CONTENT |
|---|---|
| | Every farm labor vehicle operating in this state is required to carry the following: |
| 13 CCR 1242<br>25300 VC | 1. Fire extinguisher (4 B:C rating)<br>2. A set of red warning reflectors, if operated during darkness and is subject to the provisions of Vehicle Code Section 25100. |
| | Every transit bus operating in this state is required to carry the following: |
| 13 CCR 1242<br>25300 VC | 1. Fire extinguisher (4 B:C rating)<br>2. A set of red warning reflectors, if operated during darkness and is subject to the provisions of Vehicle Code Section 25100. |
| 13 CCR 1242<br>School Bus | FIRE EXTINGUISHER<br>School buses shall be equipped with one or two extinguishers having an aggregate rating of not less than 8 B:C units, provided each extinguisher is rated at not less than 4 B:C. A wheelchair school bus shall be equipped with two extinguishers, each one rated at not less than 8 B:C; one is to be placed in the driver's compartment and the other at the wheelchair loading door or emergency exit.<br>(1) School bus fire extinguishers shall be inspected and serviced only by a person, firm, or organization authorized to do so by the State Fire Marshal.<br>(2) Inspection or servicing shall be done at a yearly interval or at an interval prescribed in regulations adopted by the State Fire Marshal, whichever interval is shorter. |
| 13 CCR 1242<br>SPAB<br>Farm Labor<br>Transit | Every SPAB, transit, and farm labor vehicle shall be equipped with one fully charged fire extinguisher having at least a 4 B:C rating. |
| 13 CCR 1242(a)<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | Each fire extinguisher shall have been rated and labeled by one of the following test labs approved by the State Fire Marshal to test and label portable fire extinguishers for sale in California.<br>(1) Underwriters' Laboratories, Northbrook, Illinois. All sizes and classifications. |

| REFERENCE | CONTENT |
|---|---|
| | (2) Factory Mutual Research Corporation, Norwood, Massachusetts. Sizes 10 B:C, 1A 10 B:C, 2A 40 B:C, 3A 40 B:C, and 4A 80 B:C fire extinguishers filled with Halon 1211 or Halon 1301. |
| 13 CCR 1242(d)<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | Each fire extinguisher shall be securely mounted on the motor vehicle or trailer in a conspicuous place or be clearly marked and readily accessible. |
| 13 CCR 1242(e)<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | Each fire extinguisher shall be maintained in efficient operating, condition and equipped with some means of determining if it is fully charged. |
| 13 CCR 1242(b)<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | Fire extinguishers using any carbon tetrachloride, chlorbromomethane, or methylbromide as an extinguishing agent shall not be carried for use in or about any vehicle. |
| | The fire extinguisher, like much equipment prescribed by regulation, is provided for the purpose of saving lives and property. The care and knowledge of its use are of the utmost importance. |
| | We will refer to the fire extinguisher as a first-aid fire-fighting appliance, which means a portable extinguishing device designed to provide a small quantity of extinguishing agent to cope with fires in their beginning stage. Thus, speed in using these instruments is important because they cannot be expected to be effective if applied after a fire has spread to the point where it involves a large amount of combustible materials. |
| | For centuries, water has played a principal part in the extinguishment of fire; however, modern science has brought about the development of certain substitutes for water as fire-extinguishing agents, most of which are of a chemical nature. Most of these substitutes are equal to |

water in their extinguishing power; while some, under certain circumstances, are far superior in accomplishing this purpose.

While the use of these substitutes has not been extensive for fires of great consequence, they have been found to fit into a useful field of their own.

For general information, we should have some understanding of what makes a fire burn and what our purpose is in using a fire extinguisher. Combustion, or fire, is defined as "a chemical process accompanied by the evolution of heat."

**PLACE FIRE TRIANGLE ON THE BOARD AND EXPLAIN HOW IT WORKS.**

Substances, when heated to a certain temperature known as the "ignition temperature," form a union with the oxygen in the atmosphere, resulting in combustion or fire. Sufficient heat is usually liberated to raise the temperature of surrounding substances to the "ignition temperature." Proper temperature, an adequate supply of oxygen, and the presence of combustible material all are necessary to support combustion.

Thus, combustion can be suppressed by (1) cooling or lowering the temperature of the burning substance to below the "ignition temperature"; (2) excluding the supply of oxygen from the atmosphere in contact with the burning substance; (3) removing the combustible material; or (4) a combination of the above means. In the discussion of portable fire extinguishers, we are mainly interested in the cooling of the burning material and the exclusion of the oxygen supply.

**QUESTIONS**

School Bus
SPAB
Farm Labor
Transit

## CLASSIFICATION OF FIRES

Accepted standard practices separate fires into four general classes as follows:

**EXPLAIN THE CLASSES OF FIRE AND HOW THEY RELATE TO VARIOUS VEHICLES UTILIZED.**

1. Class A. Fires of ordinary combustible materials where the "quenching" and "cooling" effects of quantities of water or of solutions containing large quantities of water are of first importance. Examples are fires in wood, textile fabric, rubbish, etc., or any material that leaves an ash.
2. Class B. Fires in combustible liquids, petroleum products, etc., where the blanketing or "smothering" effect of the extinguishing agent is of first importance. Examples are gas, oil, and grease fires. These substances may be stored in tanks, containers, or open vats; or they may be running freely on the ground.
3. Class C. Fires involving electrical equipment where the use of a "nonconductor" extinguishing agent is of first importance. Examples are fires involving electrical switchboards, motors, or wiring.
4. Class D. Fires involving flammable metals (magnesium).

**QUESTIONS**

Vehicles shall be equipped with extinguishers to provide the minimum rating required; 8 B:C means to be large enough to extinguish a fire of B:C class covering eight square feet of surface.

The one basic fire extinguisher most commonly used is the dry powder type.

DRY CHEMICAL EXTINGUISHER (AIR PRESSURIZED)

**SHOW SAMPLE OF THIS TYPE AND EXPLAIN WHAT TO CHECK FOR AND HOW TO OPERATE.**

School Bus
SPAB
Farm Labor
Transit

There is another type of dry chemical extinguisher which is commonly used. These usually come in two sizes - 2-1/2 pounds and five pounds. Again, they are filled with dry powder, finer than face powder in some cases. A gauge is mounted at the top of the extinguisher indicating the air pressure. The gauges are usually divided into two areas indicating low and high pressure. If the needle on the indicator stays in the center area, it is properly charged.

### DEMONSTRATE HOW TO OPERATE:

1. Remove from bracket.
2. Hold in upright position.
3. Pull safety pin by breaking seal.
4. If possible, stand upwind from burning material to prevent standing in smoke and heat.
5. Squeeze handle to discharge the powder, at the base of the flame, using a side-to-side motion.
6. Turn on and off as desired to control the fire.
7. Do not walk into unburned material; it can reignite or backflash and cause injury to you.
8. The fire extinguisher, regardless of the extent of use, should be recharged or replaced with a substitute immediately after use.

During the behind-the-wheel training program, there will be more work with fire extinguishers and how to use extinguishers and how to extinguish a fire in and around a vehicle.

In the event there is a fire around the vehicle, this is the procedure to follow:

1. If the vehicle is in motion, stop as quickly as possible, preferably off the roadway.
2. Shut off the engine and set the brakes.
3. If passengers are aboard, evacuate the vehicle.
4. Recruit someone to call the fire department.
5. Try to control or extinguish the fire with the extinguisher.
6. Notify operation personnel as to the problem and location.

The most important thing to remember is that the safety of the passengers and yourself comes first. Equipment can be replaced; lives cannot.

Never attempt to put out a fire with passengers aboard; however, there may be a need to use the fire extinguisher to aid in controlling fire while evacuating a vehicle.

## FIRST-AID KITS

13 CCR 1243
School Bus
Farm Labor

Every school bus and farm labor vehicle shall carry a readily visible, accessible, and plainly marked first-aid kit. The kit shall be constructed to prevent dust and moisture from reaching the contents and maintained in good condition. The kit shall be removable from the place secured.

School Bus

Minimum Requirements. The required contents of school bus first-aid kits and the required number of units (determined by the number of passengers a school bus is designed to carry) are shown in Table I.

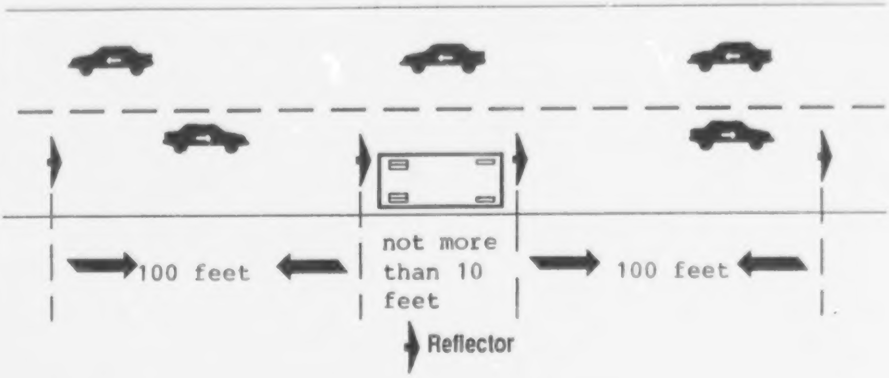
**TABLE I. REQUIRED UNITS IN FIRST-AID KITS**

| Units | Number of Passengers | | |
|---|---|---|---|
| | 1-16 | 17-42 | 43 or more |
| 1-in. adhesive bandage | 1 | 2 | 2 |
| 2-in. bandage compress | 1 | 2 | 2 |
| 3-in. bandage compress | 1 | 1 | 2 |
| 4-in. bandage compress | 1 | 1 | 2 |
| Eye dressing packet (3 cotton eye pads, 3 sets adhesive plastic strips) | - | - | 1 |
| Plain gauze pads (3x3 in.) | 1 | 1 | 1 |
| Gauze roller bandage (2 rolls 2 in. x 6 yds.) | 1 | 1 | 2 |
| Plain absorbent gauze (½ sq. yd.) | | 2 | 4 |
| Plain absorbent gauze (24x72 in.) | 1 | 2 | 3 |
| Triangular bandage (40 in.) | 1 | 3 | 4 |
| Tourniquet, scissors, tweezers | 1 | 1 | 1 |
| TOTAL UNITS | 10 | 16 | 24 |

Farm Labor

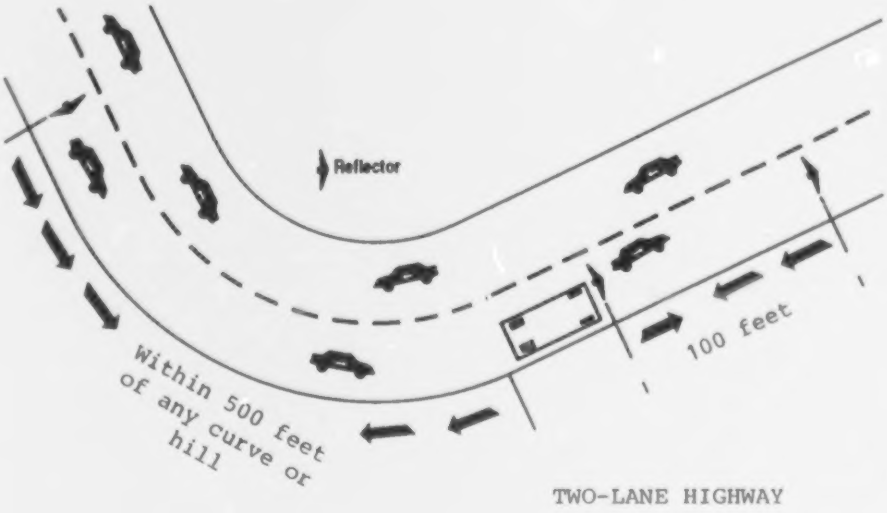
Each farm labor vehicle shall be equipped with a ten-unit first-aid kit (Table I). First-aid kits in use that conform to the former U.S. Department of Transportation regulations are acceptable.

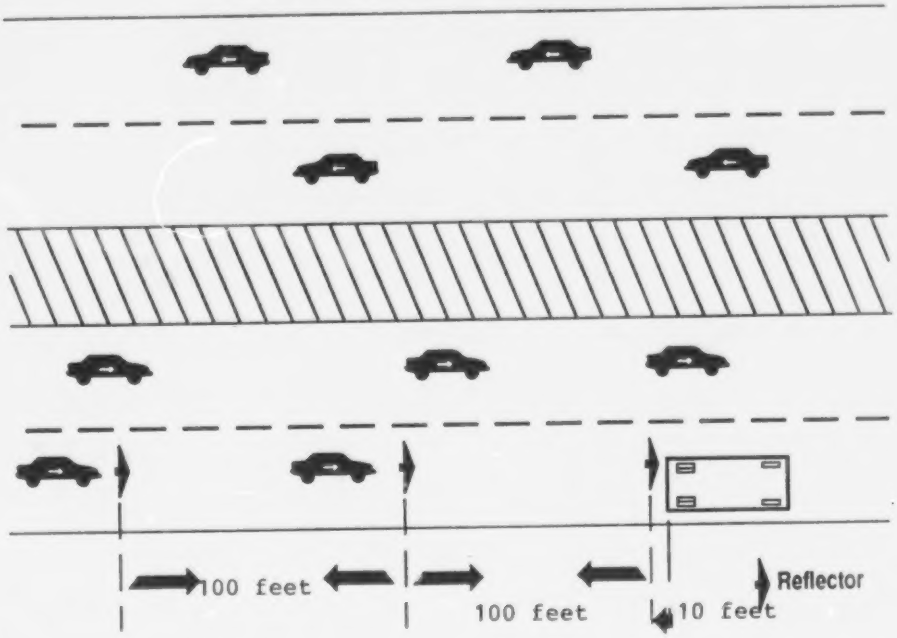
| REFERENCE | CONTENT |
|---|---|
| | **RED EMERGENCY REFLECTORS** |
| School Bus<br>SPAB<br>Farm Labor<br>Transit<br>25300 VC | A. Every vehicle which, if operating during darkness, would be subject to the provisions of Vehicle Code Section 25100 and every truck tractor, irrespective of width, shall at all times be equipped with at least three red emergency reflectors. All reflectors shall be maintained in good working condition. |
| 13 CCR 1292<br>School Bus<br>SPAB<br>Farm Labor<br>Transit | B. When any such vehicle is disabled on the roadway during darkness, reflectors of the type specified in Vehicle Code Section 25100 shall be immediately placed as follows:<br>**DIAGRAM AND EXPLAIN.**<br>1. One at the traffic side of the disabled vehicle, not more than 10 feet to the front or rear thereof.<br>2. One at a distance of approximately 100 feet to the rear of the disabled vehicle in the center of the traffic lane occupied by such vehicle.<br>3. One at a distance of approximately 100 feet to the front of the disabled vehicle in the center of the traffic lane occupied by such vehicle. |



TWO-LANE HIGHWAY

289

| REFERENCE | CONTENT |
|---|---|
| School Bus<br>SPAB<br>Farm Labor<br>Transit | 4. If a disablement of any such vehicle occurs within 500 feet of a curve, crest of a hill, or other obstruction to view, the driver shall so place the reflectors in that direction as to afford ample warning to other users of the highway, but in no case less than 100 nor more than 500 feet from the disabled vehicle. |
| |  Reflector<br>Within 500 feet of any curve or hill<br>100 feet<br>TWO-LANE HIGHWAY |
| School Bus<br>SPAB<br>Farm Labor<br>Transit | 5. If disablement of the vehicle occurs upon any roadway of a divided or one-way highway, the driver shall place one reflector at a distance of approximately 200 feet and one reflector at a distance of approximately 100 feet to the rear of the vehicle in the center of the lane occupied by the stopped vehicle, and one reflector at the traffic side of the vehicle, not more than 10 feet to the rear of the vehicle. |

| REFERENCE | CONTENT |
|---|---|
| | DIVIDED OR ONE-WAY HIGHWAY<br><br> |
| School Bus<br>SPAB<br>Farm Labor<br>Transit | C. When any such vehicle is disabled or parked off the roadway but is within 10 feet thereof during darkness, warning reflectors shall be immediately placed by the driver as follows: one at a distance of approximately 200 feet and one at a distance of approximately 100 feet to the rear of the vehicle; and one at the traffic side of the vehicle, not more than 10 feet to the rear of the vehicle. The reflectors shall, if possible, be placed between the edge of the roadway and the vehicle, but in no event less than two feet to the left of the widest portion of the vehicle or load thereon. |

**REFERENCE** | **CONTENT**

25300 VC
School Bus
SPAB
Farm Labor
Transit Bus

D. Until the reflectors required by this section can be placed properly, the requirements of this section may be complied with temporarily by either placing lighted fusees in the required locations or by using turn signal lamps, but only if front turn signal lamps at each side are being flashed simultaneously and rear turn signal lamps at each side are being flashed simultaneously.

E. The reflectors shall be displayed continuously during darkness while the vehicle remains disabled upon the roadway or parked or disabled within 10 feet thereof.

F. The above does not apply to a vehicle under either of the following circumstances:

1. Parked in a legal position within the corporate limits of any city.
2. Parked in a legal position upon a roadway bounded by adjacent curbs.

## QUESTIONS

When we are using the emergency reflectors, we should always try to design a path around our bus and also place them in position so they won't be damaged. Our primary concern is the safety of our passengers and the equipment.

25300 (d) VC
School Bus
SPAB
Farm Labor

**FUSEES**

A warning device that may be carried on our vehicles is a fusee. We must remember that fusees are a commodity that is easily ignited and can present a severe health hazard.

Fusees are classified as flammable solids that can cause fires by self-ignition or spontaneous combustion if exposed to certain conditions, such as becoming wet, being crushed, or coming into contact with corrosive materials (being stored near vehicle batteries) or outside heat sources.

**REFERENCE** **CONTENT**

When carried on a vehicle, fusees should be confined to a metal container and stored in an area inaccessible to passengers. They can be dangerous if placed in the wrong hands or exposed to some ignition source.

Fusees are of great benefit in case of breakdown, especially during poor weather conditions such as fog or at night. We must remember, fusees do not take the place of the three red reflectors. Until the reflectors can be placed properly, the requirements of the Vehicle Code, Section 25300, may be complied with temporarily by either placing lighted fusees in the required locations, or by use of turn signal lamps only if front turn signal lamps at each side are being flashed simultaneously and rear turn signal lamps at each side are being flashed simultaneously.

25305 VC

Remember, no person shall place, deposit, or display upon or adjacent to any highway any lighted fusee, except as a warning to approaching vehicular traffic of an existing hazard upon or adjacent to the highway. It is also unlawful to use any fusee which produces other than a red light.

**DO NOT DEMONSTRATE INDOORS.**

Fusees are very simple to light. They are also very dangerous because it is very easy to get severely burned if they are not lit properly. Lighting of fusees:

1. Grasp fusees in hand.
2. Pull tape from the cap to expose sandpaper on top of cap.
3. Twist cap off the fusees.
4. Strike fusees across the sandpaper surface on the cap.
5. Strike away from your body and point burning end down.
6. Do not hold in an upright position because ashes will fall onto your hand and cause injury.
7. Place fusees at the same location as the red reflectors are or will be placed.

| REFERENCE | CONTENT |
|---|---|
| | You can extinguish fusees by placing the burning end in soft dirt. Do not step on them in an attempt to put them out. **QUESTIONS** |
| | **MECHANICAL BREAKDOWN PROCEDURES**<br>Despite good design, engineering, and/or the preventive maintenance programs in existence, mechanical failure does occur occasionally. If a mechanical breakdown does occur, the driver must assume, in addition to legal obligations, other immediate responsibilities. |
| School Bus | **NOTE TO THE INSTRUCTOR**<br>**USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN IN TEACHING LEGAL OBLIGATIONS THAT ARE APPLICABLE TO EMERGENCY BREAKDOWN PROCEDURES FOR SCHOOL BUSES.** |
| | Explain in detail the subjects listed below: |
| 25251 VC | Permitted flashing lights |
| 25257.5 VC | Flashing lights: school bus |
| 13 CCR 1292 | Roadside warning devices |
| 25300 VC | Warning devices on disabled or parked vehicles |
| 13 CCR 1235 | Towing other vehicles |
| SPAB | **NOTE TO THE INSTRUCTOR**<br>**USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN IN TEACHING LEGAL OBLIGATIONS THAT ARE APPLICABLE TO EMERGENCY BREAKDOWN PROCEDURES FOR SPAB.** |
| | Explain in detail the subjects listed below: |
| 25251 VC | Permitted flashing lights |
| 25300 VC | Warning devices on disabled or parked vehicles |
| 13 CCR 1235 | Towing other vehicles |

| REFERENCE | CONTENT |
|---|---|
| | **NOTE TO INSTRUCTOR** |
| Farm Labor | **USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN IN TEACHING LEGAL OBLIGATIONS THAT ARE APPLICABLE TO EMERGENCY BREAKDOWN PROCEDURES FOR FARM LABOR VEHICLES.** |
| | Explain in detail the subjects listed below: |
| 25251 VC | Permitted flashing lights |
| 25300 VC | Warning devices on disabled or parked vehicles |
| 13 CCR 1235 | Towing other vehicles |
| | **NOTE TO THE INSTRUCTOR** |
| | **USE THE LATEST EDITIONS OF THE VEHICLE CODE (VC) AND CALIFORNIA CODE OF REGULATIONS AS YOUR LESSON PLAN IN TEACHING LEGAL OBLIGATIONS THAT ARE APPLICABLE TO EMERGENCY BREAKDOWNS FOR TRANSIT BUSES.** |
| | Explain in detail the subjects listed below: |
| 25251 VC | Permitted flashing lights |
| 25300 VC | Warning devices on disabled or parked vehicles |
| 13 CCR 1235 | Towing other vehicles |
| School Bus<br>SPAB<br>Farm Labor<br>Transit | The following procedures should be done in the event of a mechanical breakdown:<br>1. Move the vehicle off the roadway if possible to prevent accidents with other vehicles.<br>2. Set the hand brake and/or spring brake.<br>3. Place the transmission in the appropriate gear.<br>4. Turn off ignition switch and remove the key.<br>5. If equipped with four-way hazard warning lamps, they may be used as a warning measure until the red reflectors are positioned properly.<br>6. Red reflectors should be set out at this time.<br>7. Ask at least two passing motorists to notify operation officials of the location of the vehicle. Provide them with the proper |

telephone number to call and write out on paper the message that you want to get to the operation official.

8. If no motorists are available, send your oldest, most reliable passenger to a nearby house, place of business, etc., to make the telephone call to the operation official. **LOCAL POLICIES.**
9. Keep passengers in the vehicle in most cases. NOTE: Safety conditions may warrant removal of the passengers because of the danger of fires, or because of an extremely dangerous section of highway or for any other reason which in the judgment of the driver justifies the unloading of passengers. If this should occur, common sense tells us to remove passengers to an area away from the present danger and to keep them under control at all times. The vehicle should not be used until such time as proper repairs have been completed.

## DRIVER RESPONSIBILITIES DURING ACCIDENTS

School Bus
SPAB
Farm Labor

During this unit we will identify the driver's responsibilities when involved in a collision. Even though accidents with school pupil and farm labor vehicles are not common occurrences, the California Vehicle Code and California Code of Regulations do require that certain actions be taken when they do occur. Therefore, it is important that you know what these requirements are.

NOTE TO THE INSTRUCTOR

School Bus

**USE YOUR PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN IN TEACHING THE REQUIRED REGULATIONS APPLICABLE TO SCHOOL BUS ACCIDENTS.**

Explain in detail the subjects listed below:

| | |
|---|---|
| 13 CCR 1201(n) | School bus accident |
| 20001 VC | Duty to stop at scene of accident |
| 20002 VC | Duty where property damaged. |
| 20003 VC | Duty upon injury or death |
| 13 CCR 1219 | School bus accident reporting |

| REFERENCE | CONTENT |
|---|---|
| 13 CCR 1237 | Reporting of accidents |
| 13 CCR 1234(h) | School bus accident reports |
| 13 CCR 1230(b) | Damaged vehicles |
| 13 CCR 1220 | Discontinuance from use |
|  | NOTE TO THE INSTRUCTOR |
| SPAB | **USE THE PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN IN TEACHING THE REQUIRED REGULATIONS APPLICABLE TO SPAB ACCIDENTS.** |
|  | Explain in detail the subjects listed below: |
| 13 CCR 1201(n) | School bus accident |
| 20001 VC | Duty to stop at scene of accident |
| 20002 VC | Duty where property damaged |
| 20003 VC | Duty upon injury or death |
| 13 CCR 1219 | School bus accident reporting |
| 13 CCR 1237 | Reporting of accidents |
| 13 CCR 1230 | Unlawful operation |
| 13 CCR 1220 | Discontinuance from use |
|  | NOTE TO THE INSTRUCTOR |
| Farm Labor | **USE YOUR PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) AS YOUR LESSON PLAN IN TEACHING THE REQUIRED REGULATIONS APPLICABLE TO FARM LABOR VEHICLE ACCIDENTS.** |
|  | Explain in depth the subjects listed below: |
| 20001 VC | Duty to stop at scene of accident |
| 20002 VC | Duty where property damaged |
| 20003 VC | Duty upon injury or death |
| 13 CCR 1230 | Unlawful operation |
| 31402 VC | Operation of unsafe farm labor vehicle |

**REFERENCE** **CONTENT**

NOTE TO THE INSTRUCTOR

**USE THE LATEST EDITION OF THE VEHICLE CODE (VC) AND THE CALIFORNIA CODE OF REGULATIONS (13 CCR) AS THE LESSON PLAN IN TEACHING THE REQUIRED REGULATIONS APPLICABLE TO TRANSIT BUS ACCIDENTS.**

Explain in detail the subjects listed below:

| REFERENCE | CONTENT |
|---|---|
| 16000 VC | Bus accident |
| 20001 VC | Duty to stop at scene of accident |
| 20002 VC | Duty where property damaged |
| 20003 VC | Duty upon injury or death |
| 13 CCR 1230 | Unlawful operation |

ACCIDENT PROCEDURES

School Bus
SPAB
Farm Labor
Transit

Next, we will cover recommended accident procedures, keeping in mind that no two accidents are the same. The sequence of things we suggest may not be practical in every case. Good common sense, on the driver's part, will be the rule.

Your primary responsibility is to your passengers. Therefore, your first responsibility is to remain calm; and, if you are unable to physically perform your duties, direct others to do them for you. Should this be the case, ask your oldest and most capable passenger to help. The following procedure is recommended.

1. Turn off ignition switch.
2. Set brakes.
3. Remain calm and reassure passengers.
4. Check for injury to passengers.
    a. If passengers are injured, follow first-aid procedures.
5. Be alert regarding fire or the possibility of fire.
    a. Check for ruptured fuel tank and fuel lines. A vehicle can be a potential furnace.
    b. Check for electrical fire
    c. Look for smoke.
    d. Check for hot tires which may catch fire.
6. Use warning devices as explained.

| REFERENCE | CONTENT |
|---|---|

7. Keep all passengers in the vehicle, again noting exceptions:
    - a. Conditions such as possibility of fire or other dangers may warrant their removal.
8. Account for all passengers.
9. Notify the California Highway Patrol or authorized personnel.
10. Notify administrators of location of vehicle accident.
11. Protect the scene.
    - a. Protect the passengers and the vehicle from further accidents and injuries.
    - b. Protect the scene from traffic and people so evidence is not destroyed.
    - c. Under normal circumstances, the vehicle involved should not be moved until law enforcement personnel advise the driver to do so.
12. Do not discuss the facts of the accident with other motorists but give information only to investigating officers and operation officials.
    - a. To provide necessary information for all concerned - California Highway Patrol, operation officials, insurance agencies, etc.:
        1. List all passengers' names, ages, addresses, and seating position.
        2. Information about the vehicle, such as insurance, make, model, number, owner, etc. An emergency packet should be carried on the vehicle and should include vehicle information, emergency phone numbers, and any additional local directives covering this subject.
    - b. While being investigated, be patient, evaluate questions, and give clear, concise answers.
    - c. Drivers involved in an accident are required to give their name, address, driver's license number, and vehicle information. Be ready to give this information to the other driver and also write down

the same information from the other driver involved.
   d. If witnesses were present, other than your passengers, get names, addresses, and license numbers.

13. Cooperate with operational administrations.
    a. During the investigation of the accident, do not release any of your passengers to anyone unless told to do so by the operational administrators.
    b. If passengers are injured and need to be removed from the scene, follow policy adopted for this purpose at the local level, if applicable. If not, send someone to call for aid, such as hospital, ambulance service, or fire department - wherever help can be summoned quickly. The injured should be transported by proper means to a hospital for care.
14. Continue the transportation of the passengers by:
    a. The present vehicle, if released
    b. Another vehicle
    c. Some other means, again following local policies by the district, but not until authorized to do so

Again, we stress the need for you, as a driver, to follow local policies to the letter and remember that you, as the driver, are responsible for your passengers and must protect them at all times. **QUESTIONS**

One of the big dangers when involved in an accident is to allow your passengers to get out of the bus and mill around on the roadway. If you have to evacuate the bus because of fire danger or other reasons, be sure they are moved to a safe location off the roadway and kept under control until you are given further instructions from an officer or operation administrator.

## VEHICLE EVACUATION REGULATIONS

School Bus
SPAB
Farm Labor

In the event of an actual emergency, the decision to evacuate the vehicle is the initial step and one of the most important that the driver will have to make. That decision will initiate a chain of events to result in the safest possible situation for the passengers under the existing circumstances. A too hasty decision could result in an action that might well aggravate an already bad situation. The decision must be made as quickly as possible and be based on all the facts on hand.

We have heard the word "Panic." More people have lost their lives because of this than any other cause. Only through proper conditioning and training can we avoid this dreaded word.

We must train ourselves and our passengers to do the following:

1. Do not panic.
2. Follow instructions.
3. Have an interest in the safety of others.
4. Know how to operate all emergency door(s) and window releases.
5. Have the passengers able to perform an evacuation with driver assistance.

Panic allows little or no time for decision making and frequently produces an incorrect response. The influence of surprise on a driver's actions is important. Also, lack of knowledge and skill and lack of practice of knowledge and skill can influence whether a driver is surprised. Let's look at why drivers respond as they do:

1. Surprise causes hasty actions.
2. Surprise leads to panic or fear.
3. Panic confuses skills.
4. Correct actions must be learned in advance through effective training and conditioning.

Through effective training, experience with critical situations reduces the emotional impact and increases the chance of making the correct responses. Drivers can improve their responses. Through effective training:

1. Thinking reduces panic.
2. Ability depends upon conditioning.
3. Knowledge and practice reduce surprise.

4. "What if" situations are excellent practice.
5. Repetition reduces surprise.

There are times when a critical situation occurs of such severity or poses such a threat to the passengers that the best thing to do is evacuate the vehicle. A vehicle should always be evacuated when, but not limited to: **ASK FOR EXAMPLES.**

1. There is a fire present.
2. There is the potential for a fire to occur due to:
    a. Ruptured fuel tank or fuel line
    b. Electrical fire due to damaged insulation or loose connections
    c. Tires - underinflated tires and duals that touch each other
    d. Brakes - riding the brake or excessive use on a hill, causing linings to overheat and ignite lubricant
    e. Parking in dry grass
3. Vehicle situated in a dangerous position upon the roadway, such as:
    a. The curved portion of a roadway
    b. Railroad tracks
    c. Close to roadway under adverse atmospheric conditions

In emergency situations expedient and orderly movement of people contributes to safety. Expedient and orderly movement of people can be accomplished by understanding and practicing recommended evacuation procedures. Both the driver and the passengers should know what to do in the event of an emergency.

School Bus
5 CCR 14102

## BUS EVACUATION REGULATIONS

Each school year, the governing board shall require each pupil who is transported from home to school in a school bus to receive appropriate instruction in safe riding practices and emergency bus evacuation drills.

| REFERENCE | CONTENT |
|---|---|
| 13 CCR 1202(b) | The governing board of any school district, county superintendent of schools, or equivalent private school entity or official may adopt and enforce additional requirements governing the transportation of pupils. Such requirements shall not conflict with any law or state regulation. Therefore, each operational transportation system may adopt rules and regulations to enforce this section regarding bus evacuation. |
|  | **SAFE RIDING PRACTICES** |
| School Bus<br>SPAB<br>5 CCR 14103 | Some accidents are indirectly caused by students who distract the bus driver. A program of instruction in safe riding practices is needed to make students aware that, as passengers, they are responsible for their own safety as well as the safety of others. |
|  | Good pupil behavior while entering, riding, or leaving the bus contributes in many ways to safe transportation. Such conduct makes it possible for the driver to give full attention to the routine matters involved in the safe operation of the bus and holds to a minimum those conditions that might cause pupils to be injured. You will no doubt be asked by your transportation operations to participate in helping instruct students in safe bus riding practices. Programs that are developed should stress: safe riding practices, loading and unloading procedures, proper seat position, red-light crossover procedure, proper noise level, student responsibility, and general behavior for bus passengers: |
| 5 CCR 14103<br>School Bus<br>SPAB | Because drivers are charged with the responsibility for the bus and its passengers at all times, it is essential that they become completely trained with every aspect of safe riding practices. |
|  | **NOTE TO THE INSTRUCTOR** |
| School Bus | **TEACH THE FOLLOWING REGULATIONS GOVERNING EMERGENCY EXITS FOR SCHOOL BUSES.**<br>Explain in detail the regulations below, using the Passenger Transportation Safety Handbook as your lesson plan: |
| 13 CCR 1267 | Bus entrances and exits |

| REFERENCE | CONTENT |
|---|---|
| 13 CCR 1281.1 | Door warning devices |
| 13 CCR 1282 | Emergency exits - Type 1 school buses |
| 13 CCR 1283 | Emergency exits - Type 2 school buses |
| 13 CCR 1284 | Emergency exits - all school buses |
| | **NOTE TO THE INSTRUCTOR** |
| SPAB | **TEACH THE FOLLOWING REGULATIONS GOVERNING EMERGENCY EXITS FOR SPAB.** |
| | Explain in detail the regulations below, using the Passenger Transportation Safety Handbook as your lesson plan: |
| 13 CCR 1267 | Bus entrances and exits |
| 13 CCR 1268 | Emergency exits |
| 13 CCR 1269 | Side windows as emergency exits |
| | **NOTE TO THE INSTRUCTOR** |
| Farm Labor | **TEACH THE FOLLOWING REGULATIONS GOVERNING EMERGENCY EXITS FOR FARM LABOR VEHICLES.** |
| | Explain in detail the regulations below, using the Passenger Transportation Safety Handbook as your lesson plan: |
| 13 CCR 1264 | Passenger compartments |
| 13 CCR 1267 | Bus entrances and exits |
| 13 CCR 1268 | Emergency exits |
| 13 CCR 1269 | Side windows as emergency exits |
| | **EVACUATION PROCEDURES** |
| School Bus<br>SPAB<br>Farm Labor<br>Transit | By law all buses operating in California must provide at least two methods or routes of escape. With proper training, each one of us will know each route and how to operate each emergency door. |
| | Detailed instructions have been developed for training. You will receive instructions showing several different types of drills that can be used. When selections are made relating to the drill to be used, |

keep in mind that the purpose is to teach our passengers a different way out of the bus other than the one normally used for loading and unloading purposes.

Occasionally, prevailing conditions will warrant the evacuation of passengers from a vehicle. When evacuation is deemed necessary by the driver, correct procedures must be followed in conducting the evacuation. The following suggested drill patterns are used as a plan of action to familiarize both the driver and passengers with a procedure to follow in the event of an emergency requiring evacuation of a vehicle.

Use of Passenger Assistants

School Bus
SPAB
Farm Labor

The use of passenger assistants on vehicles can promote safety for all passengers. On each regular route and on special trips, the drivers should request that four mature and responsible passengers serve as assistants. Written consent from a parent or guardian should be obtained prior to designating passenger assistants on school buses and SPABs.

Passenger assistants should be instructed as to responsibilities, duties, and procedures. In addition, assistants should know procedures to follow in case the driver is incapacitated.

Position and duties of rear-door assistants:

1. One assistant should be positioned on each side of the aisle in the seat nearest the rear door. The third assistant should sit on the next-to-the-last seat on the right-hand side next to the aisle.
2. Assistants should prevent passengers from touching the emergency door.
3. Assistants should open the door on command of the driver or, if the driver is unable to give such a command, open the emergency door when a rear evacuation is necessary.

**REFERENCE** | **CONTENT**

4. Assistants should help passengers as they alight from the bus when the rear door is used.
5. Assistants should check the bus to make certain all passengers are out of the bus when front-door evacuation is utilized.
6. The third rear-door assistant will, in a rear-door evacuation, lead passengers to a safe place and assist in keeping order to maintain safety.

School Bus
SPAB

Farm Labor

Position and duties of front-door assistants:

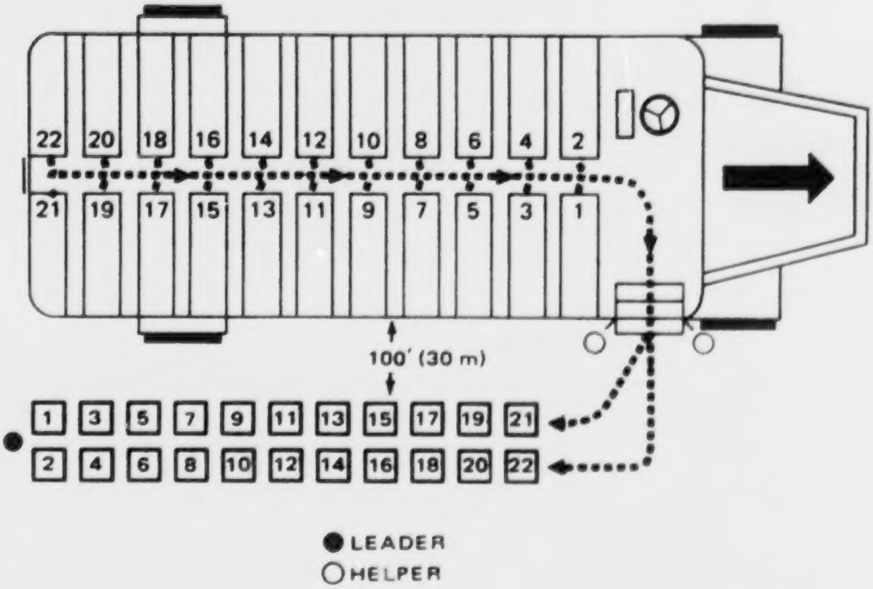
1. The assistants help the driver in the event he or she is incapacitated.
2. In front-door evacuation, the assistants depart the bus first and lead the passengers to a place of safety designated by the driver or one of their own choosing if none is designated by the driver.
3. The assistants should keep the passengers orderly and together while out of the bus.
4. If the driver is incapacitated, the front-door assistant should make certain all passengers have departed the bus when rear-door evacuation procedures are used.

**Front Door Evacuation**

Driver's instructions:

1. Stop the bus in a preselected location on the school grounds.
2. Shut off the engine, and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. Stand, open the front door, face the children, and get their attention.
6. Give the command: "Front Door Emergency Evacuation Drill - Remain Seated."
7. Direct the two helpers to their places beside the front door.

8. Stand between the first occupied seats, facing the front of the bus.
9. Starting with the right-hand seat, ask the leader to lead all pupils 100 feet or 40 paces from the bus, and instruct the other occupants of the right seat to follow. WARN ALL PUPILS: "Walk. Do not run. Use hand rails."
10. Hold your hand before the occupants of the left-hand seat in a restraining gesture.
11. When the pupils in the right-hand seat have moved forward enough to clear the aisle, dismiss the occupants of the left-hand seat.
12. Continue the evacuation procedure as described, right and left seats alternately, until the bus is empty.
13. When the last seat is empty, walk to the front of the bus, and check to ensure that everyone is out.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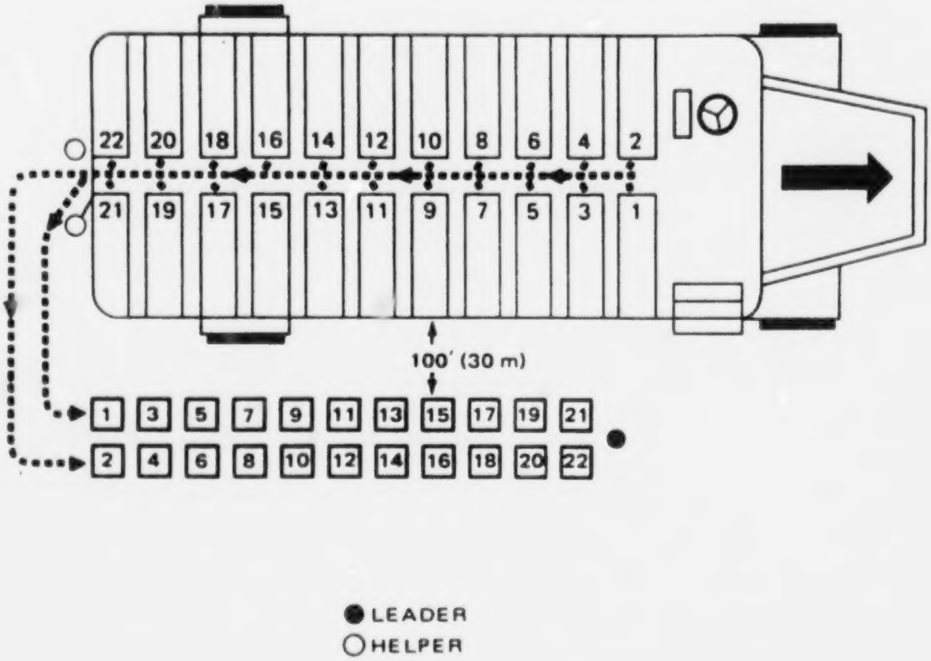
LEADER
HELPER

**Rear Floor-Level Door Evacuation**

Driver's instructions:

1. Stop the bus in a preselected location on the school ground away from traffic. Note: Be sure that ample adult supervision is at this location before drills are held.
2. Shut off the engine and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. See that the gym mat is placed on the ground in the center of the rear emergency door.
6. Stand, face the children, and get their attention.
7. Give the command: "Rear Door Emergency Evacuation Drill - Remain Seated."
8. Walk to the rear of the bus, and face the rear door.
9. Use the left hand to restrain occupants of the right rear seat.
10. Ask the assistant to open the emergency door, drop the safety chain, jump out, and take a position.
11. Have the second assistant jump out and take a position.
12. Have the leader stand in the doorway to lead the rest of the pupils off the bus to a position 100 feet or 40 paces from the bus.
13. Before the leader jumps, turn around, face the front of the bus, and explain in what rotation (starting with the right rear seat, then left, right, and so on) the pupils are to leave their seats, reminding them to remain seated until it is their turn to move.
14. Face the doorway and move between the left rear seats to clear the aisle. Command the leader to assume a semisquat position, reach out and place both hands on top of the assistant's hands, hop out, and go to a position 100 feet or 40 paces away from the bus.
15. Tell the pupils seated in the right rear seat to leave the bus, then call for the pupils in the next left seat to leave; then the next right seat, until the bus is empty.

16. Keep control at the rear door to prevent any shoving or pushing. Make sure each pupil has plenty of room to assume a semisquat position before jumping. Make sure that each pupil who has jumped has cleared the mat before allowing the next one to jump.
17. When the last pupil has jumped, walk to the front of the bus and check to ensure that everyone is out.
18. Go out the front door and join the waiting pupils.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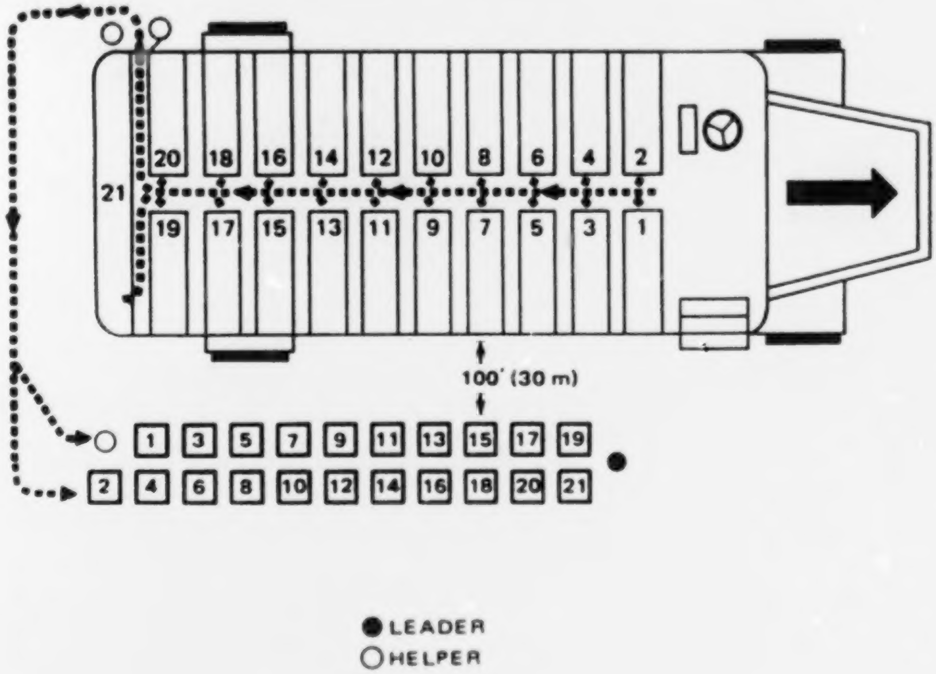
2 4 6 8 10 12 14 16 18 20 22
● LEADER
○ HELPER

**Side Emergency Door Evacuation**

Driver's instructions:

1. Stop the bus in the preselected location on the school grounds, away from traffic. Be sure ample adult supervision is at the location before the drill is held.
2. Shut off the engine, and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. See that the gym mat is in place on the ground at the center of the emergency door.
6. Stand, face the children, and get their attention.
7. Give the command: "Side Emergency Door Evacuation Drill - Remain Seated."
8. Walk to the emergency door.
9. Ask assistant number one to open the emergency door, drop the safety chain, and jump out to take a position.
10. Ask assistant number two to jump out and take a position.
11. Ask the leader to jump out and lead the other pupils 100 feet or 40 paces from the bus.
12. Face the rear of the bus and ask pupils seated in the first right seat to leave, then left, then right, until all pupils have left.
13. Face the front of the bus, and ask pupils in the first left seat forward of the emergency door to leave; then right, then left, until the bus empty.
14. See that all pupils remain seated until it is their turn to leave. Stay near the emergency door to space pupils so that each pupil has cleared the mat before allowing the next pupil to jump.
15. Check all seats to see that everyone is out, and leave through the emergency door in the same manner as the pupils and join the waiting pupils.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● LEADER
○ HELPER

Left and Rear Floor-Level Doors Evacuation

Driver's instructions:

1. Stop the bus in the preselected location on the school grounds away from traffic. Be sure that ample adult supervision is at the location before the drill is held.
2. Shut off the engine, and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. See that the gym mats are in place on the ground in the center of the rear and side emergency doors.
6. Stand, face the children, and get their attention.
7. Give the Command: "Left and Rear Door Emergency Evacuation Drill - Remain Seated."
8. Walk to the rear row of seats and face the rear door.
9. Ask one assistant to open the rear door, drop the safety chain, and jump out to take a position. Ask the second

| REFERENCE | CONTENT |
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| | assistant to take a position. |

10. Turn, face the left-side emergency door, and ask the third assistant to open the emergency door, drop the safety chain, and jump out to take a position. Ask the first assistant to take a position.
11. Ask the leader to take a position in the rear doorway.
12. Face the front of the bus and explain to the children what order they are to leave their seats, reminding them to remain seated until it is their turn to move.
13. Start the evacuation with the right rear seat, then left rear seat, then right, then left, until the bus is empty. All pupils seated on the right side of the bus leave through the rear door; all pupils seated on the left leave through the left rear door.
14. Ask the leader to assume a semisquat position, reach out and place both hands on top of the assistants' hands, hop out, and go to a position 100 feet or 40 paces away from the bus.
15. Ask the pupils in the first right rear seat to leave through the rear door. Ask the pupils in the first left seat to leave through left rear door, and so on.
16. Stand in a position to control both doors to prevent pushing and shoving, allowing ample room for each pupil to assume a semisquat position before jumping.
17. This can be done by having the first pupil go out the rear door and the next pupil go out the left rear door - then rear, then left, spaced to allow each pupil who has jumped ample time to clear the mats before the next person jumps.
18. Walk to the front of the bus, and check to ensure that everyone is out. Leave through the front door, and join the waiting pupils. The driver should evaluate the evacuation performance, pointing out improvements needed and commending the pupils on those activities well done.

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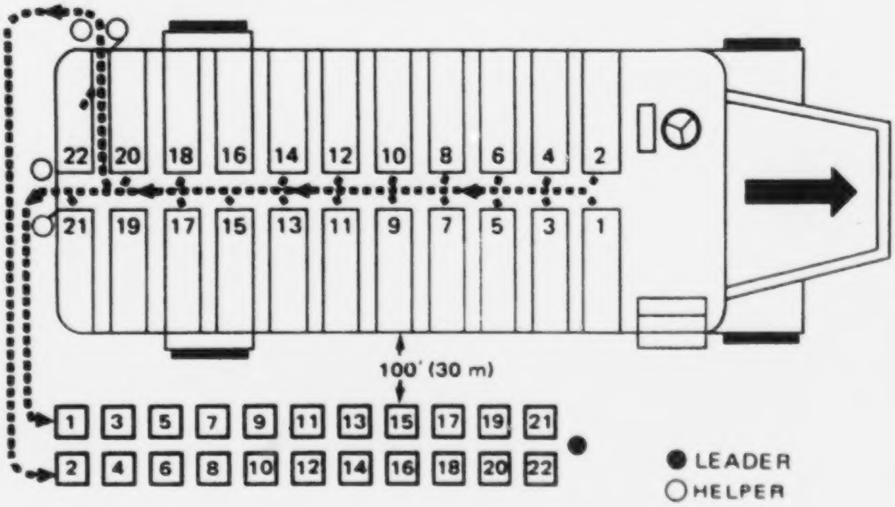

**Rear, Side, and Front Floor-Level Doors Evacuation**

Driver's instructions:

1. Stop the bus in the preselected location on the school grounds away from traffic.
2. Shut off the engine, and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. See that gym mats are placed on the ground in the center of the rear and side emergency doors.
6. Stand, face the children, and get their attention. Open the front door.
7. Give the command: "Rear, Side, and Front Door Emergency Evacuation Drill - Remain Seated."
8. Ask the front first and second assistants to take their positions outside the front entrance door.
9. Walk to the rear door and ask assistant number three to open the rear emergency door, drop the safety chain, and jump out to take a position. Ask assistant number four to jump and take a position.
10. Face left rear emergency door. Ask assistant number five to open the door, drop the safety chain, and jump out to take a position. Ask assistant number six to take a position.

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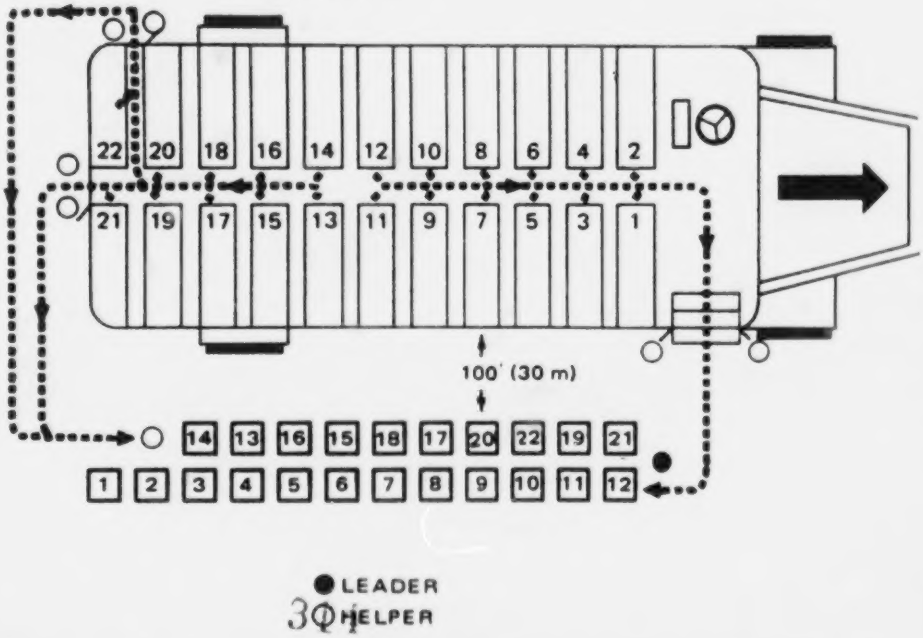
11. Walk to the front of the bus. Ask the leader to leave through the front door and take a position 100 feet or 40 paces from the bus. Start with the left front seat and ask those pupils to leave through the front door, then seat number three, then four, then five. Back down the aisle, releasing pupils from seats on alternate sides of the bus, until he center of the bus is reached. Ask the rest of the pupils to stay seated. Walk back to the left side emergency door. Starting at the rear of the bus, ask all remaining pupils seated on the left side to leave by the left side emergency door. Stand at the left door to control the pupils and space their jumps so that each pupil has cleared the mat before allowing the next pupil to jump.
12. After the pupils on the left side of the bus have left the bus, turn to the rear door and ask the pupil closest to the rear door to leave. All remaining pupils are to leave through the rear emergency door. Again, see that each pupil has cleared the mat before allowing the following pupils to jump. Walk to the front and check to ensure that everyone has left the bus. Exit through the front door, and go the waiting pupils.



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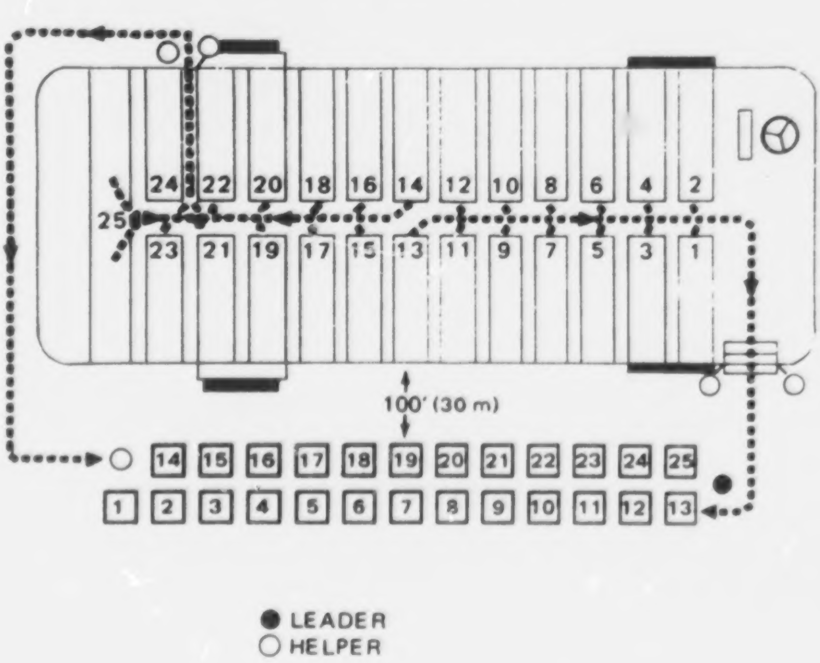
**Front and Side Floor-Level Doors Evacuation**

Driver's instructions:

1. Stop the bus in the preselected location on the school grounds away from traffic. Be sure ample adult supervision is at the location before drill is held.
2. Shut off the engine and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. See that the gym mats are placed on the ground in the center of the side emergency door.
6. Stand, face the children, and get their attention.
7. Give the command: "Front and Side Door Emergency Evacuation Drill - Remain Seated."
8. Stand between the first two seats and ask assistant number one to open the front door (using the emergency release, if so equipped). Ask assistants one and two to take their positions outside, one on each side of the front door.
9. Ask the leader to take a position 100 feet or 40 paces from the bus.
10. Release the pupil in the left front seat, stop back and release the pupils in the next right hand seat, then left, and so on, until the center is reached.
11. Ask the rest of the pupils to remain seated.
12. Walk back to the left emergency door. Ask assistant number three to open the emergency door, drop the safety chain, and jump to the ground.
13. Ask assistant number four to jump out and take a position.
14. Ask pupils seated behind the emergency door to leave first, in proper rotation, right-left-right.
15. As soon as the rear seats are empty, ask pupils seated forward of the emergency door to leave, starting with the right seat, then left, and so on, until all pupils are out.

Be sure all pupils stay seated until their turn to leave. Stay near the side emergency door to ensure that each pupil clears the mate before allowing the next pupil to jump.

16. Check each seat to ensure that everyone is out and leave the front door to joint the waiting pupils.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● LEADER
○ HELPER

Left Rear Floor-Level Emergency Door Evacuation

Driver's instructions:

1. Stop the bus in the preselected location on the school grounds away from traffic. Be sure ample adult supervision is at this location before drill is held.
2. Shut off the engine and secure the parking brake.
3. Place the transmission in first or reverse gear.
4. Remove the ignition key.
5. See that the gum mats are in place on the ground in the center of the left rear emergency door.
6. Stand, face the children, and get their attention.
7. Give the command: "Left Rear Emergency Evacuation Drill

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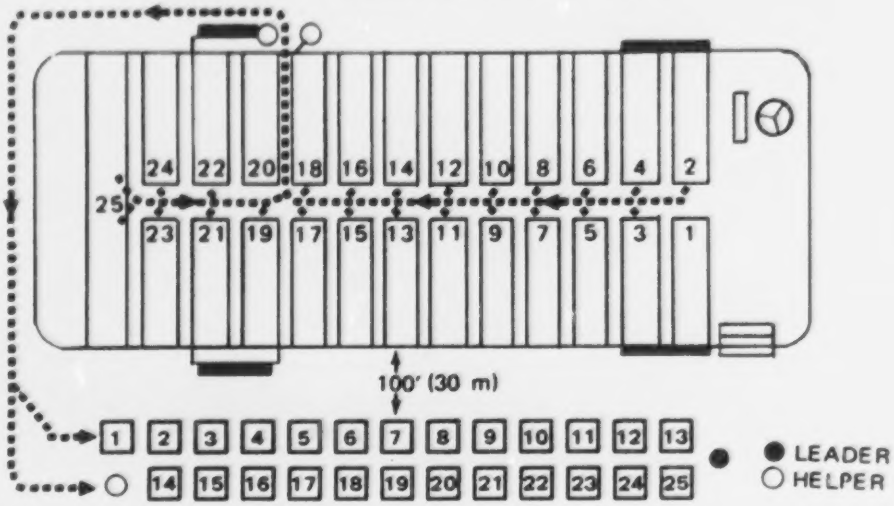
- Remain Seated."

8. Walk to the left rear seat and face the front of the bus.
9. Ask one assistant to open the emergency door, drop the safety chain, jump out, and take a position.
10. Have the second assistant jump out and take a position.
11. Ask the leader to stand at the emergency door.
12. Explain to the pupils in what order they are to leave their seats (starting with the right rear or divan seat, the left, then right, and so on) until the bus is empty. Remind pupils to remain seated until it is their turn to move.
13. Ask the leader to assume a semisquat position, reach out and place both hands on top of the assistants' hands, hop out, and go to a position 100 feet or 40 paces away from the bus.
14. Remain near the emergency door to control pupils leaving the bus and to prevent shoving or pushing. See that each pupil assumes a semisquat position before jumping.
15. Make sure that each pupil who has jumped clears the mat on the ground before allowing the next pupil to jump.
16. After the last pupil leaves the bus, walk to the front of the bus, and check to ensure that everyone is out.



In summary, accidents do happen. When they do, it is too late to

| REFERENCE | CONTENT |
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begin teaching an emergency procedure. The main purpose is the instruction of passengers at all age levels on their responsibility as vehicle passengers in knowing about all escape routes, where they are, how each one works, and the proper procedure for leaving a vehicle in an emergency.

## HIJACKING AND KIDNAPPING

In the past, school buses have been hijacked both by a pupil passenger and by persons who were not passengers. Also, several threats have been made but not actually carried out. Consequently, this is a subject that needs to be addressed. You, as a school bus driver, must know both what to do and what not to do in the event that you are ever faced with a hijacking situation or a kidnapping.

You should understand the following definitions:

Predation. Kidnapping for money or for personal gain. The traditional abduction for ransom and/or extortion is included in this meaning of the term.

Pathological. Abduction for homicidal, suicidal, or sexual motives is identified with this term. The child molester, the abduction murderer, the mentally disturbed person, and the person with suicidal tendencies are examples of pathological behavior.

Political or social. Hostage taking as a means of securing political, social, or personal objectives is included in this category.

Escape. Abduction as a means of escaping capture or escaping confinement by legitimate authority is the motive for this act. The trapped felon or the skyjacker are examples of escape-hostage situations.

All of the situations described could be dangerous to hostages if these situations are not handled properly. The following are important items:

1. Do not try to be a hero. Accept your situation as it is, and

be prepared to wait until help arrives. In a hostage situation, both the hostages and those holding hostages are under great stress. If the hostages are able to appear calm, then the stress on the kidnapper may be reduced.

2. The first 15 to 45 minutes may be the most dangerous for all who are involved in a hostage situation. Therefore, you should follow the instructions of your captors without upsetting them. You should keep in mind that the longer you're together, the less danger there is that you will be harmed. However, the more tense the situation is, the greater the danger is that the captor may act in an unpredictable and dangerous way.
3. Do not speak unless you are spoken to in a hostage situation. Be calm and courteous in responding to questions and instructions.
4. Do not make suggestions to your captors. The main reason for this is that if your suggestions go wrong, they may think that was the way you planned it.
5. Do not try to escape unless you are the only hostage. If you are the only hostage, be certain that you can make good your escape before trying it. Even if you are sure, consider it very carefully before you try it.
6. Observe carefully everything that occurs, everything that you see and hear.
    a. Try to memorize the number of captors, their descriptions, their conversation, the number and type of weapons carried, types of vehicles, and license numbers of vehicles, if possible.
    b. Try to memorize the number and identity of other hostages, such as pupils. You may be released and if so, your information could help the police.
7. If permitted to speak on the telephone for any reason, you should follow the instructions of your abductor very carefully in what you say. Be prepared to answer "yes" or "no" only to questions asked by the person with whom you

are speaking on the telephone. The party to whom you are speaking may ask questions regarding what your location is and what your problems are.

8. Do not turn your back on your captors unless ordered to do so, but do not stare at them either. However, eye contact can be beneficial. People are less likely to harm someone who is looking at them.
9. Do not be argumentative. Exhibit a cooperative attitude, and instruct other passengers to do the same.
10. Avoid physical resistance. You have little chance of success in resisting, and you may increase significantly the risk of harm to all who are involved.
11. If you have pupil passengers, your main concern must be for their safety. If you have the opportunity, ask your captors to permit you to give necessary instructions to the pupils. If you are firm and remain calm, your passengers will be more likely to follow your instructions and not panic.
12. Be patient and remember that time is in your favor. When the police arrive at the scene, remember that they are trained to deal with such crisis situations and are engaged in a complete program designed to rescue you unharmed and as soon as possible.

## SPECIAL PROBLEMS

If you are driving a bus with special education pupils aboard, attempt to explain to the captors what type of pupils they are and what special care and special medication they need.

As you may realize, it would be very difficult to write instructions that would fit every situation. However, we believe and hope that these instructions will be of assistance to you.

Let's talk about a situation which could happen. You are driving your route and you see a person or persons trying to flag you down. There may be a vehicle alongside the roadway. Should you stop to see what the trouble is? If you do not know these people, the best thing to do is not stop, keeping in mind that someone else may stop to see what their problem is. We may want to be a "good guy," but remember that, if you do stop, you could create some serious problems for you and your passengers.

In case you are the first one on the scene of an accident or vehicle fire, you may want to stop and render aid. If this is the case, keep your pupils aboard the bus and do what you can. As soon as someone else arrives on the scene and you believe that they can take over, then leave to continue your route.

**CHECK YOUR LOCAL POLICY ON THIS ISSUE.**

Another example: If you are approaching a regular bus stop and have one or two small children or a girl to let off and you observe a stranger who does not look just right to you, either sitting in a car or standing nearby, consider the following:

1. Do not let the pupils off the bus.
2. Double back later to deliver them.
3. Drive to the next stop; have that pupil call law enforcement to check out the situation.
4. If your bus is radio equipped, call in for instructions on what to do.
5. If you can see the house where the pupil lives, wait until the pupil walks to the house. This problem would most likely occur in a rural area.

Another example of what has happened is the firing of a gun at the bus. You may not hear a gun being fired. You may only hear a window break and a noise like something hitting the side of the bus. It may be only a rock thrown at the vehicle. In this situation, don't stop. Do the following:

1. If you believe the bus is being fired upon, have your pupils get down below window level.
2. Make as much noise as you can - blow the horn, turn on your red lights but, above all, do not stop at that location. The noise you make may attract attention and this is what you want.
3. Keep the bus moving and drive out of the range of danger.
4. Stop the bus, check for injuries, and call law enforcement.

The above incidents have actually happened, and that is why they are mentioned. The directions given will hopefully help you and your passengers in the event of trouble.

## HAZARDOUS MATERIALS

School Bus
SPAB
Farm Labor
Transit

A hazardous material or waste is anything that can:

1. Explode
2. Burn easily
3. Corrode
4. Poison
5. Affect life through biological or radiation activity

In short, it is any material capable of posing an unreasonable risk to health, safety, and property during transportation.

13 CCR 1216

Motor carriers and drivers shall not transport, or knowingly permit passengers to carry, any hazardous material as defined in Vehicle Code Section 353. These restrictions shall not apply to:

1. Oxygen medically prescribed for, and in the possession of, a passenger and in a container designed for personal use.
2. Personal use articles in the immediate possession of a passenger.
3. Hazardous materials transported by a carrier subject to federal jurisdiction in compliance with provisions of subpart E, part 177, 49 CFR.

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Hazardous materials are defined in Chapter 2, Subchapter 6, Title 13 of the California Code of Regulations. Basically, hazardous materials are:

1. Radioactive material
2. Poison
3. Flammable liquid, solid, or gas
4. Nonflammable gas
5. Oxidizer
6. Corrosive or irritating material
7. Combustible liquid
8. Other regulated material

## REQUIRED ACTION

School Bus
SPAB
Farm Labor
Transit

When you are involved in an accident or you arrive at the scene of an accident, you need to take prompt and proper action to prevent further damage or injury and to comply with state laws regarding reporting of vehicular accidents. As a review, the basic steps to be taken at any accident scene are to:

1. Protect the scene.
2. Notify authorities.
3. Render assistance.
4. Collect information.

Actions taken at scenes of accidents involving hazardous materials must be prompt and effective. There are many potential dangers these materials can pose, whether you are involved in the accident or come upon the accident scene. For example, smoke, fumes, or residue from a hazardous material spill may have a secondary and/or long-term effect on health that is undetectable during exposure.

Another example is driving through spilled materials. Flammable solids (railway fusees) can cause fires by self-ignition or spontaneous combustion if exposed to certain conditions such as becoming wet, being exposed to air, being crushed (buses running over material), or coming in contact with corrosive materials or outside heat sources.

If your vehicle is positioned at the accident scene downwind from spilled materials such as poisons (e.g., motor fuel antiknock compound), injury and death may result if persons remain in contact with or inhale the substance in moderate quantities.

Subsequently, do not use flares and keep other ignition sources away from spilled materials. Flammable solids are strongly reactive with water. Oxygen (pressurized liquid) coming in contact with fuel, oil, or any combustible materials can cause explosions.

## EMERGENCY PROCEDURES - HAZARDOUS MATERIALS

If you encounter hazardous materials at the scene of an accident, you must take the following precautions:

1. Avoid smoke, fumes, or residue from a hazardous spill.
2. Do not walk or drive through spilled materials.
3. Do not stand downwind from spilled materials.
4. Do not use flares or other ignition sources near spilled materials.

School Bus
SPAB
Farm Labor

The preceding list is not intended to be sequential or all inclusive; rather, its purpose is to indicate the multiple involvement of the vehicle driver at the scene of an accident. Concern for the passengers is primary and all activities are performed with this concern in mind. Some or all of the following activities may be necessary, depending on the emergency situation:

1. Turn off ignition switch.
2. Set brakes.
3. Remain calm and reassure passengers.
4. Be alert regarding fire or the possibility of fire.
5. Place warning devices.
6. Check for injury to passengers and, if injured, follow first-aid procedures.
7. Keep all passengers in the bus, again noting exceptions:
    a. Possibility of fire

| REFERENCE | CONTENT |
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b. Evacuate only when necessary if any hazardous materials are capable of posing an unreasonable risk to health, safety, and property at the accident scene.

1. Determine wind speed and direction of wind. Evacuate if hazardous material is gaseous and moving towards disabled vehicle.
2. Determine roadway slope. If hazardous materials are liquid and flowing towards the vehicle, evacuate. Some materials within the vehicle (battery acid) could react with the spilled hazardous materials.
3. Identify spilled hazardous material. This will assist law enforcement officials to notify appropriate emergency personnel to handle accidents involving hazardous materials. Shipping papers are required by law to be in the cab of the vehicle. If possible, retrieve them. Information will include:
    a. Trade name
    b. Chemical name
    c. Manufacturer
    d. U.N. number
    e. Shipper's name
    f. Carrier's name

If unable to obtain shipping papers, remember, there are placards (four) to the front, rear, and sides of the vehicle, for identification.

4. Identify container type:
    a. Bulk
    b. Drums
    c. Bottles
    d. Cylinders
    e. Boxes
    f. Bags

    5. If container is broken and materials are leaking, identify form of materials:
        a. Solid
        b. Granule
        c. Liquid
        d. Powder
        e. Gas
        f. Radioactive

8. Account for all passengers:
9. Notify the California Highway Patrol. Inform them the accident involves hazardous materials. Based upon the above information, you can provide assistance and information on identification of the hazardous material.
10. Notify appropriate operational personnel of location of bus accident.
11. Evacuations:
    a. If evacuation is necessary, remember some of the hazardous materials require distance, depending upon circumstances. Make sure there is a clear and present danger before evacuating the bus.
    b. Evacuation may be necessary upon determination by the driver that a hazardous material is present and poses an unreasonable risk to health, safety, and property at the accident scene.
12. Continue accident procedures:
    a. Protect the scene
    b. Exchange information
    c. Cooperate with operation personnel
    d. Continue on route after vehicle is released and information is gathered.

## EMERGENCY PROCEDURES - PRETEST AND UNIT TEST

1. It is the responsibility of the driver to know the correct course of action to take in the event of an emergency.

   T______ F______

2. All school buses, farm labor vehicles and SPABs in California are required to carry a fire extinguisher and warning reflectors.

   T______ F______

3. All school buses, farm labor vehicles and SPABs are required to carry a first-aid kit.

   T______ F______

4. Pupils transported home to school on a school bus must receive bus evacuation training a minimum of twice a year.

   T______ F______

5. Applicants for a certificate to drive a school bus or SPAB shall receive training in what to do in case of hijacking.

   T______ F______

6. On a curve or crest of a hill, a reflector can be placed up to 600 feet from the vehicle.

   T______ F______

7. It is legal to activate the four-way flashers when making a stop at a railroad grade crossing.

   T______ F______

8. A complete pretrip inspection can help reduce on-the-road mechanical breakdowns.

   T______ F______

9. School bus accidents must be reported to the California Highway Patrol within 24 hours.

   T______ F______

10. Transporting hazardous material by a passenger is prohibited, except for personal use articles.

    T______ F______

## EMERGENCY - TEST KEY

1. T
2. T
3. F
4. F
5. T
6. F
7. F
8. T
9. F
10. T

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT IX

## PASSENGER MANAGEMENT

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## PASSENGER MANAGEMENT

### LESSON PLAN OUTLINE

**TOPICS:**

1. Behavior curve
2. Characteristics of group behavior
3. Techniques of group behavior
4. Problem solving
5. Discipline problems
6. Board policies and responsibilities
7. Crisis situations
8. Tests

**OBJECTIVES:**

1. Explain the different age cycles that affect behavior.
2. Establish techniques for group control.
3. Learn the responsibilities of the school board, parents, teachers, passengers, and drivers.

**INSTRUCTIONAL DELIVERY:**

Lecture, discussion, and test

**EQUIPMENT AND INSTRUCTIONAL AIDS:**

Chalkboard or marker board, charts, videos, slides, movies, projectors, VCR, model buses

**HANDOUTS:**

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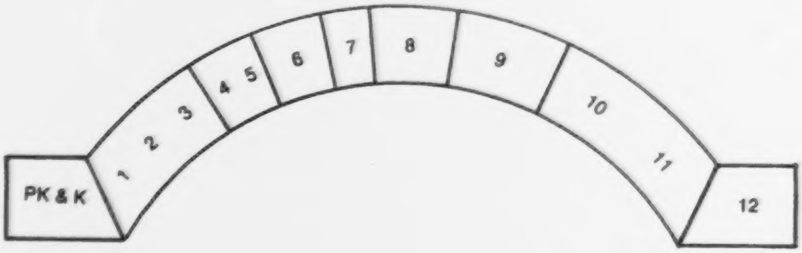
A professional bus driver should always have a general knowledge of the passengers. Your success in managing passengers will depend largely on your ability to manage yourself and to get cooperation from others. Generally speaking, the background and personality of your passengers may vary widely from yours; therefore, it is essential that you understand the basic psychological patterns of your passengers.

One of the first obstacles that you may encounter as a new driver is the adjustment of your attitude to deal with today's society. From the time that a pupil looks at you in the driver's seat until your last good-bye at the end of the day, you are a part of that child's environment. Like everyone else, children are responding constantly to their changing environments and children themselves change quickly. Your personal knowledge of the individuals transported will not be as intimate as that of the teacher because you will be with the pupils only a short time each day. Even though you may not get to know each child well, there are behavior patterns you can anticipate within various age groups.

## BEHAVIOR CURVE

**ILLUSTRATE AND HAND OUT BEHAVIOR CURVE.**



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This "behavior curve" illustrates a general pattern of activity. Of course, it does not apply to every child; however, it is a useful tool. If you are aware of the stages most children go through, you can adjust your attitudes and approach to each child more sympathetically. The use of proper management techniques will reduce the number of discipline problems while transporting pupils. The key to being a successful pupil manager is understanding that each child is an individual with individual needs.

Let's progress around the behavior curve with a boy named Johnny. First, look at Johnny as a preschool youngster. His activity is very much restricted and regulated. He is schooled at home with almost no outside experience.

Pretty soon Johnny is ready for kindergarten where, again, almost everything that he does is regulated and he expects and accepts this regulation. The few times he does something on his own he is under close observation. Soon, he will be ready for his next step.

The next step from kindergarten to first grade is in itself not too big a step, so we are going to lump first grade through the third grade together. From this point on, things begin to happen at an increasingly rapid rate.

In this first to third grade bracket, he is beginning to be allowed just a little bit of freedom of action. At home, he may be allowed to go next door and play in the yard with his friends. At school, he is still a part of a group. His every activity is directed and he is closely supervised.

As a bus rider, he presents few disciplinary problems because he has no reason to be aggressive. His memory span is short and the bus driver must expect to constantly remind him and his group to remain seated, to hold down their noise level and to obey other bus safety rules. This is normal and expected behavior. **QUESTIONS**

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As Johnny progresses into the latter stages of this age grouping, there is a little relaxation of the constant regulation and observation, and he is beginning to move about independently. At home, he is allowed a little more freedom. He may be able to visit down the block. At school, his teacher is beginning to allow him to use his own ideas in drawing and a few other things.

As a bus rider, he is beginning to be conscious of his responsibility, although at times, he may experiment and do things he knows he should not do. Even so, he can be talked to and directed as part of a group with good results. The transition that we have been discussing up to this point is a more gradual one than are some of the later periods.

The next grouping is the fourth and fifth grades. Beginning in the fourth grade, Johnny will probably have his first experience with more than one teacher. For a short period each day, he will probably have a second teacher for sports or physical education. He is probably, for the first time, getting away from the teacher-mother image. He is being challenged for the first time in his life by competition.

For the next three years, he is constantly growing and expanding his field of operation. More is expected of him and he is given more freedom to develop. However, compared to older children, he is still closely regulated. A point to remember with this new freedom: he is likely to be experimenting to see how far he can go.

By now, he has reached the sixth grade. In some cases, he attends a school where the sixth graders are the oldest children in school. Hence, there may be a tendency to show off and to prove he is one of the top guys on campus and, in many cases, a wise bus driver can channel this desire for leadership to work for them. Without proper channeling, our young man may cause some behavior problems himself or may be the cause of other younger pupils' misbehaving.

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Our young man has survived all the problems up to the sixth grade and for one glorious year, he may be top guy on campus. He is bigger, stronger, and most often, a better athlete. He is the fellow that most other pupils look up to.

Then Johnny is promoted to the seventh grade in a junior high school and what happens? He is no longer top guy. Suddenly, he becomes low guy on the totem pole.

The seventh grader has many problems. We have already mentioned being reduced from top guy on campus to low guy on the totem pole. In addition, he has been taken out of the old familiar neighborhood school where he was very comfortable and put into a situation where there may be four or five times as many people.

In the new situation, he is now in a very real sense right back in kindergarten. What is a typical reaction? If he can not gain or hold the attention he is accustomed to by excelling, how else can he gain that attention? By misbehaving---he tries to make himself known by whatever means.

Another problem that Johnny faces at this time is body development. Earlier on the behavior curve, not much was happening in that area. There were some changes starting back in the sixth grade, but ordinarily, not too much was happening to him physically. Another problem is the tremendous amounts of energy that he must use up.

All of these things -- the change in school environment, the change in his own status on campus, the physical changes, and the overabundance of energy -- are working against that quiet, orderly bus situation that we would like to have.

A driver has to understand this and accept it as part of the occupation. Try to understand that this is part of every child's growing up. It is necessary to have some feeling for these students and to be able to work within a framework of discipline tempered with understanding. **QUESTIONS**

Moving on to the eighth grade, we come to the top of our behavior curve. When Johnny reaches this grade, he is given more freedom -- more freedom in selection of classes and more freedom at home. Back in elementary school, his friends were primarily from his immediate neighborhood, but now he has friends from a much wider area.

He is getting old enough and brave enough to really start experimenting with his new freedom and his emotions. He had these problems back in the seventh grade, but back there he was low guy on the totem pole and was a little afraid to let his feelings out completely.

He is older now and no longer bottom guy. He is more aggressive and more apt to show his feelings in bad behavior. It is not by accident that the eighth grade is placed at the top of the behavior curve.

**EXPLAIN DIFFERENT INTERMEDIATE AND JUNIOR HIGH GRADE GROUPINGS.**

At this point on the behavior curve, the local school organization becomes a factor. If we have a situation where the ninth grade is the first year of high school, then adjustment timing of our typical student is changed somewhat. We have to remember that environment is always a factor in student behavior.

**Discipline is learned. Behavior is caused.**

First, let's discuss Johnny on the basis of an eighth grade graduation to high school. In this type of program, in addition to the growth and adjustment problems that were mentioned earlier, he has become top guy again. In many instances, this in itself can create inner conflicts in our typical bus rider. On the one hand, he still has all the mental, physical, and emotional conflicts to which he is trying to adjust. The natural tendencies of experimentation and aggressiveness are there or at best are being held just below the surface. He might be compared to a tightly wound spring where the tension or energy must be released, but in a controlled manner.

On the other hand, he is again at the top of the school social order. Constantly, he is being told that he is approaching young adulthood and he is expected to live up to it. He is asked to and sometimes tries to set examples for the younger students. Because of his immaturity, the examples that he gives are not always the examples that we would prefer.

The student in the eight-year program has the same adjustment problems as the three-year junior student; however, in his case, we are asking that he learn to cope with them a year earlier.

Let's discuss the sequence in a regular junior high program. The actual sequences of events are the same, but the grade level in which they occur will be a year apart.

In both situations, in the seventh and eighth grades, Johnny was very limited. He was limited in electives and, to a degree, in sports activities. As a ninth grader, he has more choice and opportunity. He is less frustrated and he is learning to live with his physical changes.

Whether in an eight-year or nine-year program, he will give fewer problems on the bus; but when there is a problem, it will often be a more serious one. This trend of fewer but more serious discipline problems will continue as we progress down the behavior curve. This will be true on the bus and in the classroom.

During this two or three-year period, there has been more physical, mental, and emotional growth than in any other period in the life of the child.

For this very reason, whether we are speaking of teachers or bus drivers, we need to have our most qualified people working in this age bracket. **QUESTIONS**

To be successful with this age bracket, a driver must honestly enjoy young people. A dislike or intolerance is impossible to hide. **ASK FOR COMMENTS.**

Students instinctively try to live up to expectations; and when the driver conveys a feeling of respect for his passengers, in almost every case, this same respect is returned. A driver whose own children are in this age bracket is accustomed to the behavior pattern and is adjusted to it.

Moving on down the behavior curve, notice that the illustration shows a downward path that will continue as the grade level goes up.

Remember that we have been discussing timing and not necessarily a difference in the pattern of behavior.

Let's take Johnny again and move on up to a senior high school. His status is changed again from top guy on campus to the low rung on the ladder. Again, there are serious adjustments that he has to make. He has to reestablish his place in the social order. Again, we have the situation of moving from a smaller, less crowded environment to a larger, more complex one. We have a situation where competition is more intense and scholastic pressure is beginning to build. All of these things are on the negative side, but Johnny has some positive things working for him too.

For one thing, he has been through all of these things before and is better able to cope with them. Also, he is grouped with older, more mature students who are very nearly young adults, and the natural tendency is to try and pattern oneself after an older, more sophisticated person. **QUESTIONS**

The problems that the driver of 10th, 11th, and 12th grade pupils will encounter will be fewer in number than back in junior high. It is also true the problems that do occur can be of a much more serious nature. The driver has to behave in a different manner than with elementary school pupils. On the young side of the behavior curve, children expected and accepted group instructions and demands. We lined them up in straight lines, and we probably had them assigned to sit in straight rows. This worked because that was how their lives were regulated.

Obviously, the life-style is different for the high school student, and the bus driver must adjust the approach. Many of our former riders now have their own cars. Boy-girl relationships have formed, and students are more interested in being alone than riding a bus. Many extracurricular activities are taking place which justify borrowing the family car and the bus ride is no longer needed.

Fewer numbers certainly mean fewer problems. The most important factor is that they are growing up, and the petty little things they used to do are no longer done.

The bus driver's approach must be on a person-to-person level rather than on a group level. In order to get along with these young adults, there must be a feeling of mutual respect. Respect is an emotion that cannot be demanded from another. It must be earned by one person and bestowed by another.

Try that philosophy in all your relationships and, particularly, in your role as a bus driver, and see if it doesn't make your job easier and more pleasant.

| **REFERENCE** | **CONTENT** |
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## CHARACTERISTICS OF GROUP BEHAVIOR

Let's discuss some of the management techniques used in managing groups of children. The atmosphere will now change somewhat. You could be dealing with as many as 97 passengers all at your back; therefore, it is extremely important that you understand the elements of group behavior.

### Kindergarten and Elementary School Pupils

The kindergarten and elementary child requires a great deal of physical activity, and talking is often used as a substitute for this physical activity. Loud talking on a bus is a problem that requires much patience on the part of the driver, but absolute silence among pupils is not a healthy bus atmosphere. Children vary in the amount of activity required and their behavior will vary from day to day. Pupils of this age have very short memories, and the day after a behavior problem has occurred they will have forgotten it. By the same token, they bear no grudges against persons who discipline, and they have forgotten the instance by the next day.

Beginning bus drivers should not try to be "good fellows" by letting small misdeeds go unnoticed. Prompt and continued action should be the rule on all infractions of bus conduct. **QUESTIONS**

These younger pupils are inclined to disregard the feelings of adults but, on the other hand, are apt to be sensitive as to what the adults think about them. They are more sensitive to the opinions of other youngsters than of adults. They are sometimes inclined to "pick on" children who do not fit in with the group.

Drivers who transport regular education and exceptional students in the same bus should be on the alert to see that the so-called handicapped students are not being subjected to insults.

Drivers must be careful not to allow individual children to hurt themselves socially by setting themselves up as "driver's pet." On the

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other hand, they must realize that certain individual pupils who have not yet learned to "mix" often indulge in poor behavior in order to attract attention.

The characteristics of this age group of pupils often make it possible to promote a group spirit "to make our bus the best." Many bus drivers have excellent results by discussing bus rules with the pupils and making them thought of as "our rules." Some drivers develop a game of having each bus load try to excel in keeping the bus clean, in stressing good behavior on the bus, and in maintaining orderly conduct when loading and unloading. This method requires considerable skill, and new bus drivers should consult experienced drivers before attempting to start this type of competition. **QUESTIONS**

High-School-Age Pupils

In the high-school-age groups, the girls are usually more mature than the boys and tend to be more like each other. Girls tend to be more easily influenced by boys than boys by girls. Boy-girl relationship problems may cause trouble on the school bus when some of the pupils are "going steady." The other pupils tend to cover up intimacy in the rear of the bus, and drivers should be alert to stop such actions as soon as they become aware of this situation.

Pupils of this age are very much concerned about their dignity and want to be treated like young ladies and gentlemen, although they do not always act the part. They are apt to be erratic in their behavior, and they are very anxious to dress and act the same as all members of their group.

Bus drivers who transport high school pupils must be very careful about making remarks concerning administrators and teachers. High school pupils are chronic gossips, and any disparaging remark made by a bus driver will be widely circulated and magnified in the telling.

**QUESTIONS**

| REFERENCE | CONTENT |
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Troublemakers

Youngsters likely to misbehave on the bus may often be identified by the way in which other pupils act toward them. In a bus load of high school pupils, normally from two to five pupils are apt to be potential troublemakers, and these will be easily identifiable by the bus driver after making a few trips. Young bus drivers must expect the older pupils to resent any great show of authority by them, and, therefore, they should not hesitate to ask the aid of the supervisor or principal to help them solve problems involving these pupils. **QUESTIONS**

### ELEMENTS OF GROUP BEHAVIOR

Group Troublemakers. High-school-age pupils tend to organize in groups or gangs due to the normal tendency of any grown-up to belong to a group. Most gangs are formed by groups of like social or racial background and are primarily formed for fancied protection or are promoted by some pupil who aspires to a position of leadership or power. Any action against a member of the group becomes an action against the entire group; and, if a group member refuses to go along with the majority, he is often punished.

The best way to deal with this type of bus behavior is to ask that the members of the group or gang be assigned to ride on several different buses or that bus riding privileges be denied all members of the group until they agree to abide by the rules. If the leader can be readily identified, it may be well to first take action against him or her, and often the group will fall apart when the leader is no longer among them. **QUESTIONS**

Group Leaders. On every bus there will be pupils who, through athletic, scholastic, or social activities, are natural leaders of the group. They do not actively work at leadership, but the other pupils naturally fall in with what they might suggest or the manner in which they act. Their leadership is usually good, and it is important that the bus driver know who these pupils are and endeavor to encourage this sort of leadership.

| REFERENCE | CONTENT |
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| | In dealing with these pupils, it is important not to embarrass them by forcing them to appear on the side of the driver or to make them "look bad" in front of the group by not giving them a chance to "back down gracefully" in case they have been out of line in their behavior. |

## TECHNIQUES OF GROUP CONTROL

If an individual pupil is guilty of breaking the rules of bus conduct, do not "bawl him or her out" in front of all the pupils riding the bus. On the other hand, if the general bus safety is being threatened by several pupils, a driver should point out their misbehavior in front of all the bus passengers. A case in point is the lighting of matches by pupils riding the bus. They should be "straightened out" when the incident occurs and in front of the entire bus load of pupils. On the other hand, individual behavior problems which do not affect all the others on the bus are better handled in a private manner. It is a good rule to never say anything unpleasant to more than one person at a time.

Try to avoid a showdown or "power struggle" with a pupil in front of the other pupils. It is much better to report the incident to the principal and supervisor, and ask their help in the matter. Remember, the pupil's behavior on the bus is probably an extension of his or her behavior in school, and the school authorities know much more about the pupil than you do. **QUESTIONS**

Building good bus conduct should start the first day of the school year. Rules should be made very clear and the very first infraction dealt with promptly and firmly. It is much easier to prevent a bad situation than to correct one.

Young people resent, more than anything else, an appearance of real or imagined "favoritism" toward students on the part of the driver. It is easy to be lenient with normally well-balanced pupils and harsh toward those who have been giving trouble, but the driver must "play it straight down the middle."

Never lose your temper. In the event of an argument or misunderstanding, the driver should remember the less emotion displayed, the less emotion will be aroused within the student.

Young people like to test adults, to see how far they can go or how much they can get away with. Behavior which is obviously in this category should be dealt with fairly but firmly.

Firmness should not be confused with harshness or unfriendliness. Many experienced drivers can go year after year without any real disciplinary problems. The secret is to let the pupils know what is expected of them, to insist on reasonably good behavior at all times on the school bus and to avoid creating unnecessary difficulties. It is much better to start out the year being extremely exacting and gradually mellow if the bus behavior remains satisfactory. On the other hand, if a youngster who has been out of line shows signs of calming down, don't run it in the ground or make a "federal case" out of it. Do not hold a grudge.

Each student should be supplied with a copy of the rules for bus behavior. These rules should be worked out with the principal or supervisor and bus drivers and should be adopted by the governing board. It is often desirable for the principal to have an assembly of all pupils riding the bus to discuss and explain these rules. The bus driver should strictly enforce every rule in a fair and impartial manner.

No decision of the school administration should be publicly questioned by the bus driver. If one believes that the action taken was not in the best interests of harmony in bus behavior, the driver should ask to meet with the principal or supervisor to discuss the matter. The bus driver should be patient, but remind the administrator that the discipline of the entire bus load of pupils is threatened if no action is taken against chronic offenders.

The exchanging of "wisecracks" and gossip with the pupils is an excellent way for the bus driver to invite trouble. Remember, your position is one of responsibility and by your actions, you are aiding in the educational program of the school district.

After a few weeks, you will be able to spot the troublemakers who are present in every bus load of pupils. Ask the principal about these pupils, and you will probably find they are also problems in the classroom. The teachers are having the same trouble with them in the classroom that you have when they ride the bus.

In dealing with school-age children, never assume that all is well and that there is no need to keep a firm hand on things. A minor incident can easily flare up into a major problem that can quickly get out of hand. Do not put off until tomorrow the settling of minor problems, but "strike while the iron is hot."

In speaking to the group as a whole, do not threaten the entire bus load for the misdeeds of a few. Hold your fire for the pupils who are creating the disorder and do not antagonize the rest of the pupils.

## ESTABLISHING A MUTUAL RELATIONSHIP WITH PASSENGERS

Here are a few tips that will help you establish a mutual relationship with passengers:

1. Each child is an individual and therefore different, but do not allow special privileges to any pupil unless requested by the school administration. The administration has complete records on each pupil and is better qualified to judge a pupil's needs.
2. Observe the rights and privileges of each child only as long as he or she obeys the rules of good bus behavior. The moment a pupil "gets out of line," he or she must be dealt with fairly, impartially, and in the same manner the driver treats all such offenders. In the eyes of children, the

greatest sin an adult can commit is to "play favorites."

3. Remember that all eyes are on you while you are driving the bus. Your words and actions have tremendous influence on the children riding the bus.
4. Speak quietly, clearly, and with confidence and firmness when talking to the children on your bus.
5. Be liberal in praise of the group when they accept responsibility well and have a general pattern of good behavior. Do not single out individual students for praise before the group.
6. Do not try to handle serious discipline cases yourself. Refer all such cases to the supervisor or the school principal. Give all the facts and be sure the entire problem is understood. Usually, the child who causes problems on the bus is also causing problems in the classroom. The school administrator has the whole picture of the child while you, as the bus driver, know only bus behavior.
7. One of the most difficult problems of pupil conduct is caused by overloading the school bus. Drivers should be extremely careful to see that each passenger has a comfortable seat when pupils are on the bus for 30 minutes or longer. This may mean that some pupils must change seats to better distribute the passenger load. On many school buses transporting older elementary pupils and high school pupils, the seat space allowance is not sufficient, and bus capacity may have to be lowered to allow each pupil a comfortable seat space. Another point to remember is all pupils must be seated while the bus is in motion. This is the first principle of safety.

## SCHOOL BUS TRANSPORTATION BEHAVIOR PROBLEMS

School Bus

Some behavior problems of school bus transportation are:

1. See that pupils conduct themselves at bus stops as they do on the school grounds. This means they do not litter the ground with papers or damage property in the immediate

area. Although this is not the immediate concern of the bus driver, he or she should report to the principal or supervisor when this condition occurs and ask that action be taken to remedy the situation.

2. Pupils are to be at loading points when the bus arrives. They should line up in an orderly manner far enough back from the curb to be in no danger from either passing traffic or of being struck by the bus itself when it approaches for its scheduled stop. No shoving or scuffling can be allowed.
3. Students are to walk rapidly or run to the bus if they are late. Many school districts have a rule of not waiting for tardy pupils unless the bus driver can see them coming to the bus.
4. When boarding the bus, pupils should wait until the bus is stopped; then walk toward the bus from a position a few feet ahead of where it is stopped. (This rule will avoid such accidents as smaller pupils being shoved against the side or wheels while trying to board the bus.)
5. Seats, especially "choice" or desirable seats, are not to be held for students who are late boarding the bus.
6. Pupils are to take, or change to, any seat assigned to them by the driver.
7. Pupils are to go to their seats promptly after boarding the bus.
8. Pupils shall not leave their seats while the bus is in motion, and should not talk to the driver while the bus is in motion except in cases of emergency.
9. Eating or drinking should not be permitted on a school bus.
10. Pupils should not open or close windows or emergency doors except when specifically requested to do so by the bus driver.
11. Paper or other debris must not be thrown on the floor of the bus.
12. Heads and arms must be kept inside the bus at all times.

13. No object of any kind is to be thrown from the bus, and pupils are not to shout or make offensive remarks to pedestrians or motorists.
14. The aisle of the bus must be kept clear of books, lunches, feet, etc.
15. Students are to face forward when leaving the bus (not turn around to say good-bye to friends), and have one hand free with which to grasp the guardrail.
16. After leaving the bus, all elementary students who must cross the roadway shall be escorted by the bus driver, and they shall cross in front of the stopped bus. High school pupils should be escorted at bus stops where extreme traffic hazards exist.
17. If possible, the principal or teacher should notify the bus driver in advance if a pupil is not to be on the bus on a particular trip.
18. Permission to leave or board the bus at other than the normal stop is to be cleared with the principal or teacher, and written permission must be presented to the driver.
19. Students are to report promptly to the bus driver any damage to the seats or any parts of the bus near where they are sitting in order to not be charged with responsibility for such damage.
20. No one is to ride the school bus without written permission from the school authorities. (This rule calls for a little tact in dealing with parents, but much trouble can result if it is not followed.) One of the reasons for this rule is that drivers are presumed to have better control of the students who habitually ride the bus than they have over strangers who are not regular riders. In addition, there is probably a question of the legal liability of the school district regarding persons who are not pupils or employees of the school district. **QUESTIONS**

| REFERENCE | CONTENT |
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## BUS SAFETY RULES

The following simple rules should be posted in every bus and rigidly enforced by every bus driver.

**Remain seated when bus is in motion.**
**Keep arms and head inside bus.**
**Avoid loud and unnecessary noises.**
**Refrain from eating on bus.**
**Profanity is inexcusable.**
**Refrain from boisterous conduct.**
**State law prohibits smoking on a bus.**
**Cross street in front of the bus (when directed by the bus driver).**

These rules are for your protection and your cooperation will be appreciated. Any violation may result in suspensions of bus riding privileges.

## DO'S AND DON'TS OF PUPIL MANAGEMENT

The following are good commonsense suggestions on how to treat a large number of students in order to earn their respect.

**Do's**:

1. Always be courteous.
2. Always control your temper.
3. Keep calm.
4. Act the part of a driver in a responsible position, conscious of your important job.
5. Do everything possible to develop the idea that the pupils themselves have important responsibilities in ensuring group safety.
6. Maintain close contacts with principals and deans, and secure their cooperation.
7. Seat your troublemakers near you within your vision.
8. Be kind, but firm.
9. Show interest in things that interest students.
10. Clearly establish your standards of behavior.

**Don'ts:**

1. Don't let things go too far before taking the proper steps to correct them.
2. Don't try to discipline a whole group.
3. Don't be lax one day and get tough the next; be consistent.
4. Do not scream.
5. Don't threaten to do something you cannot do.
6. Don't threaten to do something and not do it.
7. Don't hold grudges.
8. Don't use bad language.
9. Don't be too familiar with the students.
10. Don't argue with students or parents.
11. Don't make wisecracks.
12. Don't use physical force; observe the policy of "hands off."

## DISCIPLINE

Discipline on buses is probably the biggest problem confronting bus drivers. It has been given national attention through newspaper publicity and magazine articles. The tendency to place the entire burden for conduct upon the bus driver is fast disappearing, and the need for cooperative effort is being recognized. The only lasting solution is the creation of a morale and standard of citizenship which encourages the cooperative conduct of pupils. This requires a cooperative effort and study of the problem. The bus driver is responsible for the conduct of pupils on the bus but must have the backing of the school administration to effectively discharge the responsibility. In cases of continued misconduct, the bus driver should report the pupil to the supervisor or principal and ask that some action be taken toward withdrawal of the pupil's privilege to ride the bus.

In many districts, the first action taken is a reprimand or a withdrawal of bus riding privileges for a short time, usually three to five days. If the pupil's behavior does not improve when he or she returns, denial may be for the remainder of the school year or track, or the pupil may be removed to another bus. This is usually done after all other

| **REFERENCE** | **CONTENT** |
|---|---|

measures have failed to improve the situation.

Drivers must understand the principles of passenger behavior and know how to approach passengers in a manner that will effectively gain their respect. Parents and pupils recognize an orderly, well-managed bus and will condemn bus drivers who are lenient and do not have control of their passengers.

Passenger discipline or control demands that all talking to the pupils must be done without shouting, excitement, or evidence of irritation. Bus drivers must be careful in their talks with the passengers never to threaten them with violence. Drivers must carry out their instructions to the passengers with no evidence of favoritism. Drivers who overlook violations of conduct by one passenger lose the respect of the other passengers. Drivers must strike a happy medium by not being too lenient or too harsh, as both extremes are equally bad for the morale of the passengers on the bus. The attitude of the driver should be friendly, cheerful, and businesslike.

The bus driver should strive to build morale and cooperation with the passengers. This can be done by being friendly, courteous, and helpful. In the course of time, the passenger morale will be a great source of help in controlling those passengers who are the worst offenders. When passengers discover that improper conduct is not acceptable to the group, offenders will hesitate to do things which cause them to lose "face" with the group. One of the best approaches to building morale is to give the passengers a chance to participate in drafting or revising the rules and regulations for maximum safety on the bus. Helping pupils and parents in cases of emergency is usually appreciated. All approaches which tend to create better relationships should be constantly kept in mind.

The bus driver must maintain order on the bus and, in doing so, should keep in mind the following simple rules:

| REFERENCE | CONTENT |
|---|---|
| | 1. Stop the bus if the behavior problem is a serious one. If it is a minor infraction, a word of warning over the speaker system or a remark directed to the offender may suffice. If the infraction is more serious in nature, stop the bus. The fact that you have taken this action makes the passengers realize the situation is one that is out of the ordinary.<br>2. Stand up and speak to the offenders in a courteous manner but in a firm voice. There must be no anger involved, but all passengers must realize you "mean business."<br>3. If a change in seating is needed, the passenger should be moved to a seat near the driver so behavior may be more closely observed. **DISCUSS LOCAL SCHOOL BOARD POLICIES ON HOW TO HANDLE THIS.**<br>4. You have no legal right to put a passenger off the bus except at his or her regular stop. However, if an emergency situation develops in which you feel very drastic action is needed, stop the bus and call dispatch or send a responsible passenger or adult to notify the supervisor or principal of the happening. Do not move the bus until one of these persons has responded to the call. Before denying the passenger the right to be picked up in the morning, check with the supervisor or principal regarding the proper procedure to follow. **QUESTIONS** |
| 5 CCR 14103<br>School Bus<br>SPAB | **AUTHORITY OF DRIVER**<br>Pupils transported in a school bus shall be under the authority of, and responsible directly to, the driver of the bus, and the driver shall be held responsible for the orderly conduct of the pupils while they are on the bus or being escorted across a street or highway. |
| 5 CCR 14103<br>School Bus<br>SPAB | **DENIAL OF TRANSPORTATION**<br>Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a pupil to be denied transportation. The school district governing board of trustees shall adopt rules and regulations to enforce denial of transportation. |

## BOARD POLICIES

The governing board of a school district has the right to adopt rules and regulations governing pupil transportation in its district as long as those rules and regulations do not conflict with law or regulation.

The Education and Vehicle Codes contains laws which are usually prefaced by "may" or "shall." "May" indicates that they may permit or allow something to be done, and "shall" means that it must be done.

As a general rule, the school board appoints someone as its representative in handling transportation affairs and adopts the rules under which this person is to operate. **QUESTIONS**

## PARENT RESPONSIBILITY

Parents do have a responsibility in helping the school maintain a safe and efficient transportation system. The school administration and the bus driver should let the parents know what they can do to help.

Some suggested methods of communicating with parents are:

1. Distribute student and parent handbooks.
2. Organize a PTA program on transportation.
3. Send school bulletins home from school.
4. Conduct a program on transportation during Public School's Week.

There are many other ways to bring bus safety awareness to the public.

Parents are expected to have their children ready on time and to inform them that they are to maintain good behavior at the bus stop as well as on the bus.

An open line of communication must be maintained between parents, school authorities and the bus driver, so that when problems do develop, parents are aware of them.

**REFERENCE** **CONTENT**

NOTE TO THE INSTRUCTOR

**PRESENT TO YOUR CLASS ALL TRANSPORTATION POLICIES COVERING STUDENT DISCIPLINE, HOW IT IS TO BE HANDLED, AND BY WHOM. EXPLAIN THE STEP-BY-STEP PROCEDURE. THIS SHOULD COVER TRAVELING DISTANCES TO AND FROM SCHOOL, FIELD TRIPS, ETC.**

## TEACHER RESPONSIBILITY

School Bus
SPAB

As part of a team, teachers do have some responsibility in the operation of a transportation system. They can be of great help to the driver in handling discipline problems.

A pupil is under the teacher's supervision for a much longer period of time during the school day and the teacher has a chance to see the pupil perform in many different ways; therefore, he or she is aware of the pupil's strong points as well as weak points.

A driver has only a short time during the day in which to observe the pupil; therefore, good communication between the driver and the teacher can be of great value in helping the driver understand the actions of a particular child.

The classroom can be a good place to explain bus safety. Many districts use this to advantage.

When a teacher is aboard your bus for a field trip, etc., it is the driver's responsibility to cooperate in every way with the teacher's wishes as long as those wishes do not interfere with the bus safety rules. Teachers should be made aware of these rules before a trip is taken so that they may help maintain order.

When a teacher is aboard the bus, the driver still has the primary responsibility to maintain order. The teacher is there merely to help the driver; the driver is still in charge of all aspects of the bus, including the conduct of the passengers.

**REFERENCE** **CONTENT**

## PUPIL RESPONSIBILITY

Pupils have responsibilities which they must meet if they are to retain the privilege of riding to and from school on the bus. These responsibilities are:

1. Be on time.
2. Obey the driver.
3. Be courteous.
4. Help to keep the bus on schedule.
5. Cross the road in front of the bus only after the driver has indicated it is safe to do so.
6. Remain seated while bus is moving.
7. Keep head, arms, and hands inside the bus at all times.
8. Help keep the bus clean.
9. Do not deface the bus (cutting or writing on the back of seats, etc.).
10. Follow the recommended safety precautions given by the driver. It is the responsibility of pupils to conduct themselves properly while walking to the bus stop, while waiting at the bus stop, and while walking home from the bus stop. **QUESTIONS**

NOTE TO THE INSTRUCTOR

**ADD ANY LOCAL RULING YOU MAY HAVE DEVELOPED PERTAINING TO PUPIL RESPONSIBILITY.**

## DRIVER RESPONSIBILITY

**ASK FOR IDEAS. LIST THEM ON BOARD.**

School Bus
SPAB

The last few subjects explained the responsibilities of other people. What about the drivers? What is expected of them?

The driver is responsible to:

1. The entire community
2. The school board
3. School administrators
4. Teachers
5. Parents

6. Students
7. Safety in general

The school board expects the driver to observe all the provisions of the Vehicle Code and all other applicable laws, rules, and regulations prescribed by the State Board of Education, any other state agency, and the said governing board, relating to the transportation of pupils.

The pupils riding the bus expect you to maintain a schedule just as you expect them to arrive on time at their bus stops.

They expect you to observe their rights and privileges as long as they obey the rules of good bus behavior. **QUESTIONS**

Teachers expect common courtesy from you just as you do from them in answering questions regarding routing schedules and student behavior.

Assistants expect the full cooperation of the bus driver when riding the bus to help with the handling of students, such as the special education children.

Again, it should be made clear that the driver carries full responsibility for everyone aboard the bus. **QUESTIONS**

Escorting pupils across the roadway is one of the biggest responsibilities of the driver and shall, at all times, follow the letter of the law. Any other driver or passenger aboard the bus does not have the authority to replace the driver in escorting pupils across the roadway. This act must be done by the driver only.

NOTE TO THE INSTRUCTOR

**PLEASE ADD HERE ANY OTHER LOCAL RULING THAT YOU MAY HAVE DEVELOPED RELATING TO THIS SUBJECT.**

## PASSENGER MANAGEMENT - PRETEST AND UNIT TEST

1. The school bus or SPAB driver is responsible for the orderly conduct of the pupils while they are on the bus.

   T_____ F_____

2. The governing board of a school district has the right to adopt rules and regulations governing pupil transportation.

   T_____ F_____

3. Analyzing driver attitude to detect pupil management skills weaknesses should begin at the pre-employment interview process.

   T_____ F_____

4. It is the responsibility of the driver to deny transportation when he or she decides it is appropriate.

   T_____ F_____

5. Child-rearing practices by parents have no connection with pupil passenger problems.

   T_____ F_____

6. To be fully effective, rules must be well publicized, consistently enforced, and nondiscriminatory.

   T_____ F_____

7. The citation system should be used when other approaches appear to have been ineffective.

   T_____ F_____

8. The bus driver's failure to appreciate that differences in values exist is never a cause of pupil management problems.

   T_____ F_____

9. Discipline policies should be developed by school personnel, parents, and pupils working together.

   T_____ F_____

10. Many pupil passenger management problems are caused by the driver.

    T_____ F_____

11. The driver's inability to efficiently operate the bus will contribute to pupil behavior problems.

    T_____ F_____

12. An excessively large number of written citations usually indicates the driver is weak in pupil management skills.

T______ F______

13. A good working relationship with school administrators and officials will be helpful to the driver in managing student behavior.

T______ F______

14. Threatening to issue a citation is an effective technique, especially when the threat is not carried out.

T______ F______

15. Openly criticizing the decisions of school administrators is not a good practice for bus drivers.

T______ F______

16. When a teacher is on board the bus, the driver is relieved of responsibility for pupil behavior.

T______ F______

17. Disadvantaged children often experience low self-esteem and this is thought to contribute to behavioral problems.

T______ F______

18. Pupil passengers can be given a chance to participate in drafting the rules and regulations for maximum safety on the bus.

T______ F______

19. A citation which is well written, clear, concise and which has correct spelling is more likely to be processed effectively by school officials than one which is vague, unclear, and poorly written.

T______ F______

20. Understanding the skills the driver uses to perform his or her job and knowing how each of them works will make the job less difficult.

T______ F______

21. Drivers need to understand that the transition from elementary school to junior high or middle school may be frightening for some pupils.

T______ F______

22. Pupil management should never be a topic for an in-service training class.

T_____ F_____

23. Understanding the constantly changing nature of the passengers helps the driver adapt to the challenges of pupil management.

T_____ F_____

24. The inability to excel in athletics is one of many problems confronting school pupils which may lead to behavioral problems aboard a bus.

T_____ F_____

25. The citation system is most accurately described as a negative approach to pupil management because it usually involves punishment.

T_____ F_____

## PASSENGER MANAGEMENT - TEST KEY

| | |
|---|---|
| 1. | T |
| 2. | T |
| 3. | T |
| 4. | F |
| 5. | F |
| 6. | T |
| 7. | T |
| 8. | F |
| 9. | T |
| 10. | T |
| 11. | T |
| 12. | T |
| 13. | T |
| 14. | F |
| 15. | T |
| 16. | F |
| 17. | T |
| 18. | T |
| 19. | T |
| 20. | T |
| 21. | T |
| 22. | F |
| 23. | T |
| 24. | T |
| 25. | T |

# INSTRUCTOR'S MANUAL

# FOR

# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT X

## ACTIVITY TRIPS

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## ACTIVITY TRIP

### LESSON PLAN OUTLINE

### TOPICS:

1. What is an activity trip?
2. Activity trip training
3. Accidents
4. Basic driving requirements
5. Different situations to be aware of
6. Activity trip planning
7. Driver's responsibility
8. Communication with passengers
9. Transporting extra equipment
10. Responsibilities on arrival and the return trip
11. Rest, food, or fuel stops

### OBJECTIVES:

1. To explain the different situations a driver will encounter on a field trip
2. To help the driver understand the difference in the types of circumstances encountered.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip chart, VCR, charts, and model buses

### HANDOUTS:

______________________________

______________________________

______________________________

**REFERENCE** | **CONTENT**

WHAT IS AN ACTIVITY TRIP?

**An activity trip is the transportation of passengers to an activity, athletic event, educational event, and so forth, other than home-to-school transportation.**

An activity trip should be a positive experience for all people involved. The success of these trips depends greatly on the attitude, interest, and cooperation of the driver. In order for drivers to give the best service possible, they should take advantage of all information and training available and prepare in advance.

ACTIVITY TRIP TRAINING

Once you have successfully completed original behind-the-wheel training, additional specialized training should be made available to prepare you for activity trips. Most operations designate a period of time before you are allowed to drive activity trips. This time period is established so the specialized training may be given.

ACCIDENTS

Federal school bus accident reports indicate that many of the serious and/or fatal accidents each year occur on activity trips. The leading causes are as follows: **DISCUSS EACH ITEM.**

1. Unfamiliar with the bus
2. Unfamiliar with the area (mountains, freeway, etc.)
3. Unfamiliar with the route being traveled
4. Not properly trained
5. Improper planning of the trip
6. Faulty equipment

There are several laws and regulations designed to prevent activity trip accidents.

13 CCR 1229

Driving proficiency - Motor carriers shall require each driver to demonstrate that the driver is capable of safely operating each different type of vehicle or vehicle combination (i.e., vehicles with

| REFERENCE | CONTENT |
|---|---|
| | different controls, gauges of different size, or vehicles that require different driving skills) before driving such vehicle(s) on a highway unsupervised. The driver's capability to operate the vehicle shall include special equipment such as wheelchair lifts, ramps, or wheelchair tie-downs. |
| 13 CCR 1230 | Unlawful operation<br>No motor carrier shall knowingly require or permit the operation of any vehicle that is not in safe operating condition or not equipped and maintained as required by any law or regulation; or knowingly require or permit any driver to drive in violation of any law or regulation. |
| 14606 VC | Permitting Unlicensed Persons to Drive<br>No person shall knowingly permit or authorize the driving of a motor vehicle, under his/her control, upon the highways by any person unless the person is then licensed for the appropriate class of vehicle to be driven. |
| 14603 VC | Violation of License Restriction<br>No person shall operate a vehicle in violation of the provisions of a restricted license issued to him/her. |
| 13 CCR 1207 | Certificate Restrictions<br>It shall be unlawful for the holder of a certificate to violate any restriction placed on the certificate. |
| 13 CCR 1212 | Driving Hours<br>The driver of a bus shall not drive more than 10 hours within a work period or drive after 16 consecutive hours have elapsed since first reporting for duty.<br>Exceptions<br>(1) Adverse Conditions. A driver may be permitted or required to drive more than the regulated hours if the excess hours are due to snow, sleet, fog, or other adverse conditions of weather, road, or traffic. This extended |

driving period is permitted even though the adverse conditions were known before the trip began.

(2) Emergencies. In the event of a traffic accident, medical emergency, or disaster, a driver may complete the trip if the trip could reasonably have been completed under normal conditions without exceeding the regulated hours.

(3) Relief Point. Drivers (other than school bus or SPAB) in urban or suburban service may exceed their regulated hours in order to reach a regularly established relief point, providing the additional time used does not exceed one hour.

## BASIC DRIVING REQUIREMENTS

### Basic Speed Law

22350 VC No person shall drive a vehicle upon a highway at a speed greater than is reasonable or prudent having due regard for weather, visibility, the traffic on, and the surface and width of, the highway, and in no event at a speed which endangers the safety of persons or property.

### Maximum Speed Law

22406 VC No person shall drive a school bus or farm labor vehicle transporting any passengers on a highway at a speed in excess of 55 miles per hour.

### Minimum Speed Law

21656 VC On a two-lane highway where passing is unsafe because of traffic in the opposite direction or other conditions, a slow-moving vehicle, behind which five or more vehicles are formed in line, shall turn off the roadway at the nearest place designated as a turnout by signs erected by the authority having jurisdiction over the highway, or wherever sufficient area for a safe turnout exists, in order to permit the vehicle following it to proceed. A slow-moving vehicle is one which is proceeding at a rate of speed less than the normal flow of traffic at the particular time and place.

| REFERENCE | CONTENT |
|---|---|
| 21655 VC<br>School Bus | Designated Lanes<br>A school bus transporting any pupil shall be driven in the lane or lanes designated whenever signs have been erected giving notice of such designation. When specific lanes have not been so designated, any such vehicle shall be driven in the right-hand lane for traffic or as close as practicable to the right lane for traffic or as close as practicable to the right edge or curb. If, however, specific lanes have not been designated on a divided highway having four or more clearly marked lanes for traffic in one direction, any such vehicle may also be driven in the lane to the immediate left of such right-hand lane, unless otherwise prohibited under the provisions of the Vehicle Code. When overtaking and passing another vehicle proceeding in the same direction, such drivers shall use either the designated lane, the lane to the immediate left of the right-hand lane, or the right-hand lane for traffic as permitted under the provisions of the Vehicle Code. This section shall not apply to a driver who is preparing for a left or right-hand turn or who is in the process of entering into or exiting from a highway or to a driver who must necessarily drive in a lane other than the right-hand lane to continue on the intended route. |
| 21758 VC | Passing on Grades<br>In the event any vehicle is being operated on any grade outside of a business or residential district at a speed of less than 20 miles per hour, no person operating any other motor vehicle shall attempt to overtake and pass such slow-moving vehicle unless the overtaking vehicle is operated at a speed of at least 10 miles per hour in excess of the speed of the overtaken vehicle, nor unless the passing movement is completed within a total distance not greater than one-quarter of a mile. |
| 13 CCR 1217(e) | Standing Passengers<br>A vehicle shall not be put in motion until all passengers are seated, and all passengers must remain seated while the vehicle is in motion. Standing passengers are permitted only on a bus (except a school bus, SPAB, or youth bus) operated in regularly scheduled passenger stage |

service or urban and suburban service by a common carrier or publicly owned transit system, and equipped with grab handles or other means of support for standing passengers, and constructed so that standing room in the aisle is at least 74 inches high.

Exemptions **EXPLAIN.**

A person testing or training a driver, maintenance personnel, a sales or manufacturer's representative, or an adult acting upon a request by a school bus or SPAB driver to supervise or assist a pupil may stand.

### DIFFERENT SITUATIONS TO BE AWARE OF

As a driver, you may be called upon to drive special trips with various groups. These may occur between regular home-to-school routes, late afternoon, evenings, or on weekends. Driving activity trips can present problems that are different from regular home-to-school routes. Some of the situations you will encounter on an activity trip are:

1. Being assigned to drive a bus other than the one you usually drive
2. Transporting different age groups than you normally do
3. Driving long periods at one time
4. Driving roadways and freeways and driving in and out of cities that you may not be familiar with
5. Driving at night
6. Driving in all kinds of weather and road conditions
7. Transporting extra equipment
8. Working with chaperons and/or teachers
9. Adjusting to the activities and the spirit of the trip
10. Handling of emergencies that may occur away from home

### ACTIVITY TRIP PLANNING

Proper planning of an activity trip will help ensure a successful and safe trip. Let's discuss the following items:

1. Destination of trip and route to be followed

2. Departure, arrival, and return times
3. Number of passengers and grade level
4. Number of teachers and/or chaperons
5. Any extra equipment to be transported
6. Bus being assigned to the trip
7. Order of buses (if more than one is going)
8. Food and rest stops (when, where, how long)
9. Fuel stop (if needed)
10. Extra equipment needed for the trip

EXAMPLE: Extra clothes if it's an overnight trip. Money for travel expenses (bridge fares, parking fees, meals), tire changes, spare tire, funds or fuel credit cards, tools, flashlight, extra set of keys, and any other additional items that may fit the trip.

DRIVER'S RESPONSIBILITY

Once this information is given to you, your responsibility starts even if someone else prepares the vehicle for the trip. You should consider the following:

1. Prepare yourself mentally for the trip.
2. Make sure you are proficient in the bus you are scheduled to use.
3. Check to be sure the bus is clean and serviced and any extra equipment needed is ready.
4. If the trip is going to the snow, be sure the chains fit the tires and you know how to use them.
5. Make sure all routing and parking directions are clear.
6. Carry with you a Mutual Aid book if one is available. If not, be sure to include the phone number of persons you may want to reach in case of emergency.

Some long activity trips can be very tiring for you as well as your passengers. The following should be considered:

1. Get plenty of rest before the trip.
2. You may want to rest during waiting time before starting the return trip.

3. Watch your eating habits while on the trip. Large, heavy meals may cause drowsiness, especially on the return trip.
4. Stay within the driving hours.

If emergencies happen on the road, follow emergency procedures you have been taught. Never unload your passengers unless it is absolutely necessary. Follow district or company policies as to what is required by law.

## COMMUNICATION WITH ADULT AND PUPIL PASSENGERS

Once the passengers are on board and the seating arrangements are completed, you should do the following:

1. Briefly explain the basic bus rules. Tell the passengers they can help make the trip a success by controlling noise level, and so forth.
2. Point out emergency procedures. (Example: Location of emergency exits, operating of emergency releases for the front door, location of first-aid kit.) You may have passengers aboard who are not regular bus passengers, and they may be unaware of safety procedures, such as remaining silent during the railroad grade crossings.

## TRANSPORTING OF EXTRA EQUIPMENT

13 CCR 1216(c)

Drivers shall not permit any greater quantity of freight, express, or baggage in vehicles than can be safely and conveniently carried without causing discomfort or unreasonable annoyance to passengers. In no event shall aisles, doors, steps, or emergency exits be blocked.

Many buses have luggage space either under or in the rear of the bus. In some cases where large items are to be transported, another vehicle is used.

Many times, however, special equipment and personal belongings have to be placed in the passenger compartment. In this case empty seats in the rear of the bus can be used. Store heavy items first, as low as possible. Nothing should extend above the seat back. Windows, aisles, and the emergency exits shall not be blocked.

## RESPONSIBILITIES ON ARRIVAL AND THE RETURN TRIP

When you arrive at the destination, before unloading, consult with the chaperons, teacher in charge, and passengers as to what time to report back to the bus for the return trip; also, the location where the reloading will take place. There will be times when you must park at a location other than where the passengers are unloaded.

Once the passengers have unloaded, perform a complete vehicle inspection so any problems found can be corrected before the return trip.

The teacher in charge will have a list of names of the passengers for roll-call purposes during the loading process. However, to be on the safe side, maintain a head count and count your passengers every time they leave the bus. Count again before leaving to double-check with the teacher to be sure everyone is aboard.

If a pupil is missing, work this problem out with the teacher in charge. A phone call should be made back to the supervisor and/or principal to receive further instructions on what to do. You or the teacher in charge may want to notify the local law enforcement in the area as to the problem. If you have to leave without this pupil, at least local law enforcement can locate the person and notify home base of the fact so other transportation can be arranged.

Many times parents travel to the same location and ask that their youngster travel back home or go elsewhere for the weekend with them. Here again, the teacher in charge must make that decision. Generally, this type of situation is arranged before the trip is made.

Upon return to the original departure location, before unloading, a comment may be in order along the lines of a compliment for the cooperation you have received from the passengers.

| REFERENCE | CONTENT |
|---|---|

Also, remind everyone to look around for belongings. After everyone is off the bus, walk through and check all seats for damage or lost articles. Check under the seats as well. If you find damage that was not there before, call it to the attention of the teacher in charge; then write up a report to your supervisor of that fact. Also, check for sleeping pupils.

### REST, FOOD, OR FUELING STOPS

It is best to fuel the bus while the passengers are attending their activity. If you must make a fuel stop en route, do the following:

1. Unload all passengers, and ask the teacher or chaperon to manage the pupils.
2. Stay with the attendant during the fueling process to be sure the correct fuel is placed in the fuel tank(s).
3. Supervise checking oil and water levels or check yourself.

In closing this subject, keep in mind that, when on an activity trip, you represent the district or company and should conduct yourself accordingly. Your conduct and the way you drive reflects back at home base. Equally important is the fact that the safety of the passengers lies in your knowledge of the equipment and your professional driving ability.

## ACTIVITY TRIPS - PRETEST AND UNIT TEST

1. Activity trips present no more problems than a regular home-to-school run for a driver.

T______F______

2. According to federal bus accident reports, many accidents on activity trips are caused by the bus driver.

T______F______

3. In California, the carrier is required by law to verify that the driver is proficient and capable of safely operating any vehicle assigned him or her on a highway unsupervised.

T______F______

4. A carrier may allow a driver to use a bus that is not properly maintained or equipped, if the trip is to be very short.

T______F______

5. Restriction on a driver's certificate can be waived if the supervisor approves the trip.

T______F______

6. A driver may be permitted to go beyond the normal driving hours if the situation was created by adverse weather conditions.

T______F______

7. If extra equipment is carried, it must not block the aisles, doors, steps, windows, or emergency exits.

T______F______

8. If you are traveling in a convoy on an activity trip and the lead driver exceeds 55 mph, you should also exceed 55 mph to stay in the convoy.

T______F______

9. Slow-moving vehicles are required by law to pull off the roadway where a safe turnout exists to allow following traffic to proceed.

T______F______

10. School buses need not be concerned with lane restrictions on highways.

T______F______

11. A successful activity trip is the result of effective and efficient pretrip planning.

T______F______

12. The driver should always conduct a brief explanation on safe riding practices and emergency evacuation procedures before leaving the departure point on each activity trip.

T______F______

13. Anytime a stop is made, for any reason, the driver should perform a safety check on the bus.

T______F______

14. The driver need not know how many pupils are on a trip because the teacher has a list of names.

T______F______

15. The teacher is in charge and is responsible for the safety of the passengers on a trip.

T______F______

16. If any emergency happens, your first responsibility, as a driver, is to your passengers.

T______F______

17. If traveling to an area and there is a possibility of snow, the driver should check the tire chains prior to departing.

T______F______

## ACTIVITY TRIP - TEST KEY

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. F
9. T
10. F
11. T
12. T
13. T
14. F
15. F
16. T
17. T

# INSTRUCTOR'S MANUAL

# FOR

# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT XI

## THE SPECIAL NEEDS PASSENGER

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## THE SPECIAL NEEDS PASSENGER

### LESSON PLAN OUTLINE

### TOPICS:

1. Special education terminology
2. Rapid expansion of special education transportation
3. Types of programs
4. Definitions of handicaps
5. Behavior problems
6. Policy and responsibilities
7. Legal context of transportation
8. Policy statement
9. Legal references
10. Confidentiality of pupil's records
11. Driver's responsibility
12. Parents responsibility
13. Behavior management
14. Bus evacuation
15. Wheelchair training

### OBJECTIVES:

1. Explain the special needs of these passengers.
2. Explain types of special needs passengers who may be transported.
3. Explain policies and procedures.
4. Explain the laws and regulations and policies.
5. Explain the responsibilities of the drivers, parents, and districts.
6. Explain how to evacuate special needs passengers.
7. Explain the requirements for wheelchair transportation.
8. Explain the confidentiality of passenger records.

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

**REFERENCE** **CONTENT**

### EQUIPMENT AND INSTRUCTIONAL AIDS

Overhead or slide projector, chalkboard or marker board, handouts, film projector, videos, films

### HANDOUTS:

## SPECIAL EDUCATION TERMINOLOGY

**Community Advisory Committee (CAC):** This is a committee of individuals appointed by the local school board. Membership must consist of a majority of parents and, within that majority, parents of children with exceptional needs. Other members include regular and special education personnel, student(s), agencies, and administrators. This group advises the Special Education Local Plan Area (SELPA) in the development, revision, and evaluation of the local plan. Specific responsibilities and membership are stated in the Education Code.

**Designated Instruction and Services (DIS):** In addition to regular education, designated instruction and services include but are not limited to the following:

Adaptive Physical Education
Audiological Services
Career Preparation
Driver Training
Health Nursing Services
Home Teacher
Language, Speech, and Hearing
Orientation and Mobility Training
Parent Education and Counseling
Physical Therapy/Occupational Therapy
Psychological Services
Social Work Services
Supplemental Instruction and Services
Vision Therapy Services

**Free and Appropriate Public Education:** Every school-age handicapped child is entitled to an education which meets his/her individual needs. Education is at public expense and every school district must provide a special education program and/or services appropriate for each handicapped child.

**Individual with Exceptional Needs:** This is a pupil whose educational needs cannot be met by a regular classroom setting with modifications of the regular school program and who requires special instruction and/or services. Excluded are children whose needs are due solely or primarily to unfamiliarity with the English language or to cultural differences.

**Individualized Education Program (IEP):** The IEP consists of written statements developed by the IEP team translating child assessment information into a practical plan for instruction and delivery of services.

**Individualized Education Program Team:** The IEP team consists of an administrator or designee, the present teacher or one qualified to teach a child of his/her age, one or both parents, the individual with exceptional needs, when appropriate, and other individuals as necessary. The team determines eligibility as to whether the individual has exceptional needs. If the individual is eligible and has exceptional needs, the team is responsible for writing and reviewing an instructional plan for each pupil. The IEP team must review the instructional IEP annually. It may review the plan more often as determined by the team (once each semester). A review must be held before any change is made to the plan.

**Least Restrictive Environment:** Each handicapped child is to be placed in an instructional setting that most closely approximates the learning environment of his/her nonhandicapped peers (regular classroom) in a manner beneficial to the individual pupil and pupils in the regular classroom.

**Local Plan for Special Education:** The plan, developed by educational personnel and the community, describes how service and programming occur for individuals with exceptional needs within the Special Education Local Plan Area. Areas described are in accordance with the California Master Plan (SB1870) and other legislative enactments required. All districts and county offices of education receiving funding for special education programs and services must develop this comprehensive plan and submit it to the California Department of Education for approval.

**Master Plan**: The guidelines described in legal codes for the implementation of the system for special education in the State of California.

**Public Law 94-142:** Federal legislation that mandates a free and appropriate public education for all children ages 3-21 regardless of the handicapping condition.

**Program Specialist**: An individual with advanced training who consults with and coordinates services of the resource specialist, Designated Instruction and Services (DIS), and special class teachers. Staff development and other duties may be performed as needed by each local plan area.

**Resource Specialist:** A teacher with both regular and special education preparation. This teacher may assist pupils with exceptional needs individually, in small groups and in the regular classroom as in planning, giving direct assistance, and consulting with the regular teacher.

## RAPID EXPANSION OF SPECIAL EDUCATION TRANSPORTATION

The education of the exceptional child has been of great concern to educators for many years. The need to provide increased educational opportunities for these pupils is being met in many states through the creation of special schools staffed with specially trained teachers to accomplish this goal. These special schools serve a larger geographic area than is normally served by a conventional school; therefore, transportation of handicapped children has become of major importance.

| REFERENCE | CONTENT |
|---|---|

### TYPES OF PROGRAMS

Various programs have been and are being developed to fit the pupils' needs. Many pupils with handicapping conditions are mainstreamed into regular classes and except for some special services (i.e., transportation, speech therapy, etc.), are educated in the same manner as regular pupils. In some cases each program requires different types of transportation (i.e., regular buses, specially equipped, or various size buses). The Type 2 bus is used for the most part in transporting individuals with exceptional needs.

The different programs for individuals with exceptional needs are divided into the following categories for reporting purposes:

### FEDERAL REPORTING CATEGORIES

1. Deaf
2. Deaf-blind
3. Hard-of-hearing
4. Mentally retarded
5. Multihandicapped
6. Orthopedically impaired
7. Other health impaired
8. Seriously emotionally disturbed
9. Specific learning disability
10. Speech impaired
11. Visually handicapped

In California, pupils are placed in classrooms and programs by an IEP (Individualized Education Program) team composed of a parent, an administrator, a teacher, the pupil, and others as appropriate. Although categories like those above are used for reporting purposes, pupils are no longer grouped by handicapping conditions but by individual educational needs. Therefore, pupils may be placed in the same class with other pupils who have differing handicapping conditions but similar educational needs.

There are many other special programs which are referred to by other names; however, as far as the transportation department is concerned, they all require special attention by transportation personnel.

One very important responsibility of the bus driver is to understand the differences between the pupils. Pupils who attend different programs may be riding the same bus.

In order to aid in the understanding of the differences between handicapping conditions, some of the categorical conditions are described below. These descriptions are general in nature and, of course, there are many variations and degrees of individual behavior which we cannot possibly cover in this limited space.

## DEFINITIONS

**Aphasia** - Defect or loss of the power of expression by speech, writing, or signs or of comprehending spoken or written language, due to injury or disease of the brain centers.

**Birth injuries** - Injuries occurring in the organism at birth. The central nervous system is more commonly affected, but bones, joints, and muscles may be involved.

**Brain-injured child** - A child who before, during, or after birth has received injury to or suffered infection of the brain. As a result of such organic impairment, there may or may not be defects of the neuro-motor system but this child may show disturbance in perception, thinking, and emotional behavior. The disturbances may occur alone or in combination.

**Cerebral palsy** - A condition resulting from neurological damage occurring before, at, or shortly after birth, which interferes with normal control of the motor system.

**Dull-normal child** - An individual at the lower end of the average range of intelligence. Can function as majority of children except in academic subjects. Usually 1 - 2 years retarded according to age grade level.

**Educable mentally retarded** - Mentally retarded children whose retardation ranges from mild to moderate. Usually have I.Q. scores between 50-75. Most of these children can be taught useful reading and number skills and some academic content. Usually will not achieve beyond 4th or 5th grade academically. Capable of integration in society and becoming at least partially self-sustaining.

**Exceptional child** - This term refers to a child who is different from the average child. A child who has either a physical or mental abnormality could be considered in this category. Sometimes the term "exceptional" is used to designate a child of more than usual ability. May include the handicapped and gifted who deviate from the average to such an extent that they require specialized treatment.

**Hearing impairment** - Neurosensory loss resulting in slight to profound hearing loss and learning difficulties. The hearing loss is often associated with language retardation and speech difficulties.

**Hyperactive** (hyperkinesis) - A characteristic of brain-injured children. Abnormally increased motor activity.

**Mentally retarded** - Usually considered a general term meaning all degrees of mental retardation from profound mental deficiency to borderline mental defect or to upper limits of dull normalcy. Frequently considered a synonym for mentally handicapped.

**Mongoloid child** - A clinical type of feeble-minded person or child with Down's Syndrome who is physically and mentally defective at birth.

**Multihandicapped** - A child who has two or more disabilities.

**Orthopedics** - A branch of medicine dealing with deformities and diseases of the bones and joints.

## DESCRIPTIONS

### Mentally Retarded Children

An overall slowness in development is characteristic of children with mental retardation. This slowness makes them seem younger than they are. During the preschool years, retarded children fall consistently behind other preschoolers in their ability to learn, to remember what they have learned, and to solve problems. This trait is carried into the school-age years. A retarded child may have a limited ability to speak, play with others, or to do things independently.

| REFERENCE | CONTENT |
|---|---|

There are several generally agreed upon levels of mental retardation. These are: mild, moderate, severe, and profound.

Mildly retarded children are able to learn academic subjects in school, social adjustment in the community, and an occupational field at an unskilled or semiskilled level. Their height, weight and motor coordination are close to average, but their development in mental, social and academic areas may be one-half to three-fourths that of an average child. Such children, at age 12, will have a mental age between 6 and 9 years. Mentally retarded children are usually not recognized as such until they enter school and begin to fail at learning required subjects. They are slower to learn and usually remain longer at each stage of development. Behavior problems may develop and are often the result of the discrepancy between the child's capacity to perform and the requirements of the environment. This child is easily frustrated because of failure to perform according to chronological age. If materials and methods are geared to the child's ability to succeed, the child is less frustrated. It is important for such children to experience success and to know they have succeeded.

Some children with mental retardation have severe handicaps and because of low intelligence have limited ability to learn academic subjects. However, they have the potential to learn self-care, adjustment to home and neighborhood, and economic usefulness at home or in an institution. These children usually develop at the rate of about one-third that of normal children.

**Emotionally Disturbed Children**

Emotional disturbance can generally be defined as slowing down or postponement in developing and maintaining meaningful relationships with other persons, or in developing a positive and accurate sense of self. Generally, children who are emotionally disturbed may have difficulty in:

- Developing the capacity to give and take in relationships with other people

- Identifying and appropriately expressing feelings and motives
- Learning skills and gaining self-confidence
- Asking for and accepting help

Within each of these developmental areas, emotionally disturbed children may show widely different behaviors. A child's behavior is influenced by many factors, including: (1) the environment of a child (for example, whether it is permissive or strict, unresponsive or attentive); (2) individual coping styles (that is, the way a child has learned to handle problems); and (3) the range of behavior skills known to a child (for example, whether the child has learned a number of ways to handle a problem and understands the appropriateness of these ways in a given situation).

Obviously, a variety of factors contribute to how children learn to behave. These factors can be altered or changed to encourage more appropriate behavior and a better understanding of themselves and of the world.

It is important to distinguish between disturbed children who have behavior problems that do not require special services.

Many emotionally disturbed children do not have other handicaps, but some do -- particularly those who are seriously disturbed. These may include visual handicaps, hearing impairment, physical handicaps, and mental retardation.

**Specific Learning Disabled Children**

Children who have learning disabilities are in many ways like nonhandicapped children. They go through the same stages of development, but they are all individuals and vary greatly in their rate of development. But occasionally, just like other children, they may skip stages, be slow to pick up some skills, and pick up some skills earlier than expected. It is only when a child is behind in many areas, or when a child is at an age level in some areas but far behind in others, that he or she needs special help.

Children have two ways of expressing what they have learned: by what they say (verbal responses) and by what they do (motor responses). Children who are learning disabled may have trouble expressing themselves with words (a verbal response), or may be awkward and clumsy with their bodies (a motor response). This makes it hard for them to use the learning that has taken place.

Children who are learning disabled may have problems with their self-concept (how they feel about themselves): some may show a greater need for attention than other children; others may withdraw from contact; some may appear to be frightened and unsure; others may appear to be just the opposite - bold and aggressive.

They may have difficulty making friends, get overexcited in play, or have extreme and frequent mood changes. Some of these children may have an excessive need to touch, cling and hold onto others, or they may also appear highly distractable.

It is important to remember that any child may exhibit one of these characteristics. This does not mean that the child is learning disabled, however. Learning-disabled children are likely to exhibit several of the characteristics described.

**Hard-of-Hearing Children**

Hearing-impaired children have two different problems in receiving sound. First, sounds are not as loud as they are for children without hearing impairment. Sounds may be slightly softer than normal, very soft, or even impossible for hearing-impaired children to hear. Second, for children with more severe hearing loss, sounds may be distorted as well as soft. When sounds are distorted, they can be mistaken for other sounds or be impossible to understand. The amount of distortion cannot be measured by a test, but it greatly affects how children function. It is necessary to be aware of these two problems - loudness and distortion - to understand fully the effects of hearing loss.

There are many different terms commonly used by professionals in the field of hearing impairment. We are using the following definitions:

- Deaf: When hearing is so impaired that it cannot be used for the ordinary purposes of life, with or without a hearing aid.
- Hard of hearing: When hearing is impaired but can be used for the ordinary purposes of life, with the use of a hearing aid. For a variety of reasons, some people who are hard of hearing do not use or benefit from a hearing aid.

Most children termed "deaf" have some level of hearing that is demonstrable on a hearing test. This is called residual hearing. It is the usefulness of this residual (remaining) hearing to function in life that determines whether a person is deaf or hard of hearing. Being able to use hearing for the "ordinary purposes of life" means being able to understand speech through hearing alone or hearing combined with speech reading, and being able to hear enough of the ordinary sounds around us, such as telephones, traffic, and voices, to be able to make sense out of them. A child who functions this way is termed "hard of hearing"; a child who cannot use his or her hearing to function this way is termed "deaf."

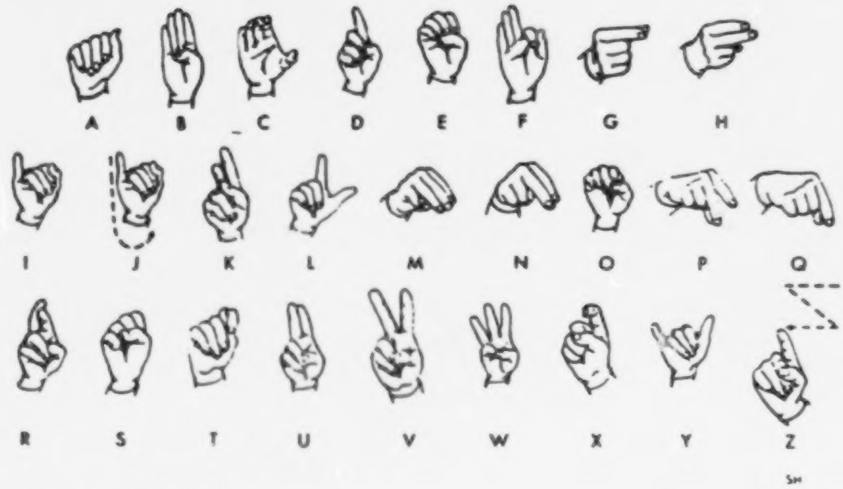
NOTE TO THE INSTRUCTOR:

**THE FOLLOWING PAGE CONTAIN THE AMERICAN SIGN LANGUAGE ALPHABET, NUMBERS, AND OTHER FREQUENTLY USED SYMBOLS.**

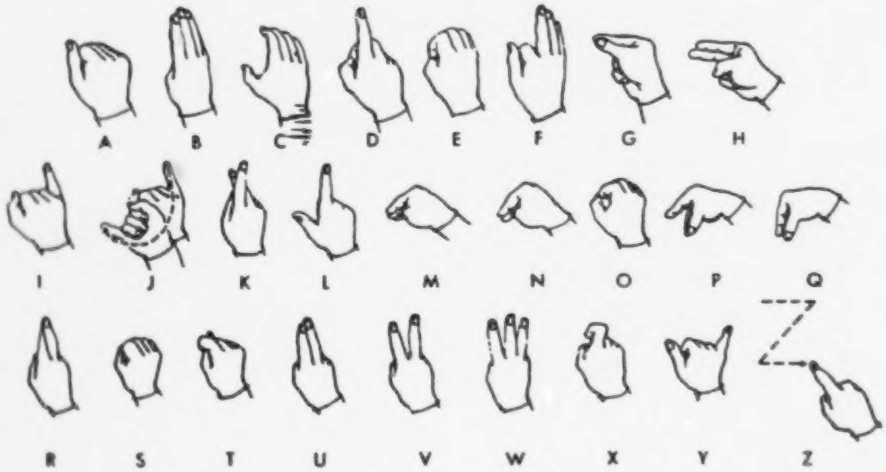
## SIGN LANGUAGE

### NATIONAL ASSOCIATION OF THE DEAF

The Manual Alphabet
(as seen by the receiver)


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z
SH

(as seen by the sender)


A
B
C
D
E
F
G
H
I
J
K
L
M
N
O
P
Q
R
S
T
U
V
W
X
Y
Z

| REFERENCE | CONTENT |
|---|---|

### Visually Handicapped Children

The term "visually handicapped" includes both blind and partial seeing children. The educational development of partial seeing children usually does not deviate from that of seeing children; however, a severe deficit in any sensory area such as vision may create adjustment patterns which are different from those of nonhandicapped children. It is important that you know how much each child sees in various lighting conditions to let you know how much help is needed and when. If you cannot determine this through observing or asking the child, ask the teacher of the visually handicapped child or the parent.

Only about 10% of blind children are totally blind. Most blind children have some vision; for example, they can distinguish light from darkness or can tell the location of lights. Blind children are usually not deficient in language usage and generally do not have hearing loss or learning disabilities. The blind child's knowledge is gained through other senses, primarily through hearing and touch. They are taught to read braille or large print and are taught other skills to compensate for their loss of vision.

Some blind children may exhibit strange behaviors such as rocking, waving hands, and poking their eyes. These behaviors are not dangerous. They are bad habits.

The ease with which a visually handicapped child moves about, finds objects and places, and becomes oriented to new situations is very important. Blind children and some partial seeing children are taught to travel independently by an Orientation and Mobility specialist. You may wish to contact the specialist or teacher of the visually handicapped if you have questions.

It is important not to be overprotective of the visually handicapped child. Like other children, it is important that they be allowed to be as independent as their skills and capabilities allow. **QUESTIONS**

**Speech-Impaired Children**

Defective speech may be defined as any speech which differs from the average so far as to draw unfavorable attention to the speaker, be unintelligible, or cause maladjustment. Speech disorders are classified into:

1. Articulatory disorders, or those involving tongue, teeth, lips, palates, or jaws
2. Vocal disorders, or those of pitch, vocal intensity, vocal quality
3. Delayed speech, as when a child does not learn to speak at the normal age
4. Aphasia, in which the child cannot understand language or its symbols due to cerebral disorder, and dysphasia, which is a disturbance of language but a less severe form of aphasia
5. Speech disorders associated with other disabilities such as hearing impairment, cleft palate, or cerebral palsy
6. Rhythm disorders such as stuttering and cluttering

Many children with speech or language impairments have no other known handicaps. These children probably will not be using special transportation. The child you are most likely to come in contact with will have a speech or language impairment associated with, or the result of, other types of handicapping conditions. **QUESTIONS**

**Orthopedic and Other Health Problems**

Orthopedically handicapped children have impairments interfering with the functions of the bones, joints, or muscles. The child may have been born with the condition (such as muscular dystrophy or hemophilia) or the impairment may have been caused by an accident or by an infection (such as polio or meningitis). The provisions which must be made for these children are often for physical and medical reasons as well as for educational accomplishment; they have physical and emotional problems to conquer, but their learning process is the same as that of nonhandicapped children.

| REFERENCE | CONTENT |
|---|---|

Since a great many orthopedically handicapped children require frequent hospital stays, surgery, and specialized care, some of these children may be delayed in their development.

The children's restricted activities and the resulting frustrations require them to find other ways of attaining satisfaction within their abilities. They need help in attaining a healthy concept of themselves, in spite of their disabilities. They may try to prolong their dependence upon other people in order to feel secure. They should be taught to become as independent as their condition permits.

As discussed above, there are many kinds of orthopedic handicaps. Some of these are: cerebral palsy, spinal cord damage (spina bifida and paralysis), arthritis, loss of or deformed limbs, severe burns, and muscular dystrophy. For further information regarding a specific handicapping condition, consult the child's teacher, parent, or the school nurse.

**Epilepsy**

There are many types of epilepsy. Most are experienced because of birth accidents or other damage to the brain possibly caused by any type of accident where the individual receives a severe blow to the head. Infections such as encephalitis, tumors, and brain hemorrhages are also known causes. For many epileptics, there is no known cause for their disorder.

Most children suffering seizures will recover normally unless the seizure victim has been injured in falling or in striking objects during the seizure. Normally, it will not be necessary to seek medical attention. However, if the convulsions are continuous (one relapse after another), medical aid should be sought.

Some of the seizures will be extremely dramatic and will present two immediate problems for you, the bus driver. The first is immediate care and attention to the seizure victim, and the second is to provide a role model for the rest of the pupils on the bus.

You cannot stop a seizure once it has started; the seizure must run its course. Your immediate concern is to prevent the individual from becoming injured, choking on saliva, or the tongue from relaxing and falling back into the throat. Remember, a person cannot swallow the tongue and will not choke to death. When the jerking stops, the head should be turned to the side so the tongue can drop into the cheek and the saliva can run from the mouth. The epileptic will give the appearance of choking on the tongue while actually drowning in saliva. Do not force anything between the child's teeth. Many children have sustained serious injury from broken pencils, tongue depressors, etc., due to the old belief that epileptics would swallow their tongues.

Most seizures will last from one to seven minutes. It will seem longer to you. On very rare occasions, a child will pass from one seizure to another without regaining full consciousness. When a child regains consciousness, allow for rest. Have another child sit close if possible to help provide support. Do not open the windows. Treat the child as you would for shock, by maintaining normal body temperature. Stand by until the individual has fully recovered consciousness and recovered from the confusion which sometimes follows the seizure. The child may seem dazed or incoherent for a while. Assure the individual that all is well and encourage the child to go about regular activities. Occasionally, after a seizure, an individual may want to sleep.

You, as a professional bus driver, must provide a role model for the rest of the children on the bus. They will reflect your feelings and attitudes; the calmness and matter-of-factness you show when caring for an epileptic child will help them to overcome their uneasy feelings about seizures. Preplanning in this area will help tremendously during time of seizures. If possible, identify a responsible passenger to maintain the other passengers' attention by reading, storytelling, conversation, etc.

## BEHAVIOR PATTERNS

Behavior problems of each child are individual and may be related to or unrelated to an identified handicapping condition. Bus drivers should treat each child separately. By this, we mean that it would be a hard task to give a general direction to the entire bus load of children and assume everyone would understand this direction.

Behavior patterns of children with handicaps for any given day or hour of the day can be caused or changed by the actions of many people or events:

1. The bus driver
2. Parents or members of the family
3. Teacher or aide
4. Bus passengers
5. Medications

While the above are true with any child, they can compound the difficulties that a special child may already have.

The point is, many things can happen which will cause a particular behavior. The person responsible for the youngster can understand what may have caused the problem and be able to correct it in an effective manner by first understanding the nature and extent of the child's handicapping condition. Do not feel hesitant to ask questions of the child, or the child's teachers, parents, or school nurse.

## QUESTIONS

When you correct a child, take into consideration, regardless of the age and size of the youngster, his or her ability to listen and understand. With some children this can be rather limited.

Pupils may behave differently from day to day because of medication which they may be taking. Ask parents to inform you when new medications are begun or when the dosage of old medication is changed. Many pupils are extremely hyperactive and will use their excess energy to get attention from you or someone else. Talk with the teacher(s) to get ideas for channeling this energy in a positive way for you, the child, and the other passengers.

It is difficult to give guidelines for handling all situations. However, there are some courses of action that should prove helpful: STATE EXAMPLES.

1. Talk with the pupil's parents by discussing any early problems
2. Talk with the teacher
3. Consult with the supervisor
4. Work toward cooperation with the pupil

It may also help to move the pupil to another seat.

Now that we have talked about some of the various handicapping conditions, it should be easier to understand why districts and contractors operate various types of equipment, such as regular buses that are specially equipped or different size buses.

## POLICY AND RESPONSIBILITIES

### NOTE TO THE INSTRUCTOR

INCLUDE LOCAL DISTRICT POLICY.

Let us now discuss the areas of responsibilities that start with the district. Keep in mind that **private contractors working with a district must follow district policy.**

Drivers and attendants must have the ability, according to both PL 94-142 and CCR 1229, to properly operate special equipment, manage student behavior, administer health care, know how to seat passengers, and position and secure adaptive and assistive devices.

A district should have written procedures for: DISCUSS THESE ITEMS.

1. Emergency procedures
2. Bus evacuation procedures
3. Additional training requirements for drivers of special education buses
4. Duties of aides (if provided)
5. Use of seat belts or any other types of restraining device
6. Length of routes
7. Notification of parents of pickup time in the morning and arrival-at-home time in the afternoon
8. Responsible person to release pupils to in the afternoon
9. Maintenance of current route sheets or route cards in the bus, and transportation supervisor's office, if applicable
10. Location of necessary medical information for each pupil
11. Procedures to follow if taking medication from home to school for a passenger
12. Periodic meetings with driver, aides, supervisors, and necessary school personnel relating to proper procedures for handling pupils
13. Phone numbers for drivers to call in an emergency

## QUESTIONS

The following pages contain excerpts from Federal Regulations and policy statements from the California Department of Education.

## LEGAL CONTEXT OF TRANSPORTATION OF HANDICAPPED STUDENTS

### The Constitution

The basic concepts pertaining to special education are derived from Section I of the XIV Amendment of the United States Constitution. The first paragraph states:

> "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State

> deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws."

**Section 504**

Section 504 of P.L. 93-112, passed by Congress as part of the Rehabilitation Act of 1973, states that:

> "No otherwise qualified handicapped individual in the United States...shall solely by reason of his handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

According to Section 504 regulations, "free" education means the provision of education and related services without cost to handicapped persons or guardians, except where such costs are imposed on all others.

**Public Law 94-142**

The Education for All Handicapped Children Act, signed into law in 1975, is unique in several of its provisions. It requires development of an individualized education program (IEP) for each handicapped student and requires that each person involved in any aspect of a handicapped child's special educational program be appropriately and adequately trained. Special education is defined in P.L 94-142 as:

> "Specially designed instruction, at no cost to parents or guardians, to meet the unique needs of a handicapped child, including classroom instruction, instruction in physical education, home instruction, and instruction in hospitals and institutions."

PL 94-142 requires that transportation be provided as a related service if a child requires such service in order to benefit from special education. Transportation is defined as:

(i) "Travel to and from school and between schools,

(ii) Travel in and around school buildings, and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a handicapped child (121a.13)"

Since the interpretation of when transportation is a related service varies, the following guidelines are recommended for decision making:

(1) If a child is not identified as needing special education, there can be no related services, and special student transportation is not covered under PL 94-142.

(2) If a child is identified as needing special education and transportation as a related service, then the provision of this service must be without cost to the parents or guardians.

(3) The need for special education does not automatically authorize the need for transportation. This is an IEP committee's decision.

(4) Each transportation service situation should be examined independently by an IEP committee. School district procedures should be developed in line with Federal and State requirements.

(5) If a child is in residential placement, the school district must provide transportation at the beginning and end of term and for scheduled holidays at a minimum, and more on a case by case basis.

(6) If the LEA provides physical or occupational therapy to a handicapped student after normal school hours, it must provide transportation for such child.

The following are typical situations requiring school district consideration:

(1) If a pupil resides within the prescribed walking distance to a school, but due to the nature of the handicapping condition the pupil cannot safely reach the school, then transportation service is an appropriate related service recommendation by an IEP committee.

(2) If an emotionally handicapped pupil has been suspended

from a school to which the pupil previously walked and is being sent to a school which exceeds the prescribed walking distance, this pupil should now be provided transportation as a related service.

It is essential that the State Education Agency (SEA) and Local Education Agency (LEA) in each state provide written procedures for IEP committees to ensure consistent decision making. However, individual case determination should always be permitted.

Both state and local education agencies must guarantee parent and student safeguards to protect due process rights in the decision-making process. Disputes which cannot be resolved through mediation may have to be resolved through due process.

**LEGAL REFERENCE:**

48900 EC

A pupil shall not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has:

(a) Caused, attempted to cause, or threatened to cause physical injury to another person.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with

Section 11053 of Division 10 of the Health and Safety Code), an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Had unlawful possession of, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 11014.5 of the Health and Safety Code.

(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

(l) Knowingly received stolen school property or private property.

No pupil shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance which occur at any time, including, but not limited to, any of the following:

(1) While on school grounds.
(2) While going to or coming from school.
(3) During the lunch period whether on or off the campus.
(4) During or while going to or coming from, a school-sponsored activity.

It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

**Discussion**

The issue to be resolved is what procedures a school district must follow in suspending or expelling an individual with exceptional needs. In other words, can an individual with exceptional needs be expelled in the same manner as a nonhandicapped pupil. This issue is of concern to teachers and school administrators who, on the one hand, need a method for pupil management; and, on the other hand, want to be certain not to abridge the rights of pupils, particularly individuals with exceptional needs. Both state and federal law and regulations contain extensive procedures to safeguard the right of an individual with exceptional needs to education, and suspension and expulsion must be considered in conjunction with that right.

The need to suspend or expel an individual with exceptional needs may or may not be an indication of inadequate placement of the individual. However, through careful consideration of the full continuum of possible placement, from regular class to residential placement, a placement more suited to the pupil could probably be located.

**Suspension and Expulsion**

An individual with exceptional needs cannot be suspended or expelled solely by reason of his or her handicap. To do so would be a violation of Section 504 of the Rehabilitation Act of 1973.

- **Suspension**. The procedures for swift, short-term disciplinary measures, such as suspension, are essentially the same for both handicapped and nonhandicapped pupils, and are, of course, subject to the procedural safeguards established by Education Code Section 48904.5, et seq.

  A suspension for any reason enumerated in Sections 48900 and 48900.5 may not exceed more than five consecutive school days.

  Whenever an individual with exceptional needs is suspended, an IEP meeting should be held to determine whether the pupil's misconduct is a manifestation of his or her handicap, whether the pupil lacks the capacity to understand the difference between right and wrong as it relates to the misconduct, and to determine the appropriateness of the placement.

48915.5 EC

- **Expulsion**. The procedures for expelling an individual with exceptional needs are different than expulsion procedures for nonhandicapped pupils. Expulsion constitutes a total loss of any and all educational services. It is a substantive change in placement and, as such, must comply with federal and state requirements relating to placement of individuals with exceptional needs. Any change in the placement of an individual with exceptional needs must be determined by the IEP team after consideration of the pupil's needs and his or her appropriate educational program. The team may decide that a more restrictive or controlled placement, rather than expulsion, is warranted.

Prior to the pupil's referral for expulsion, the IEP team shall resolve the following issues:

1. Whether the pupil's misconduct is a manifestation of his or

her handicap;

2. Whether the pupil lacks the capacity to understand the difference between right and wrong as it relates to the misconduct; and
3. Whether the pupil was receiving an appropriate education at the time of the misconduct; that is, whether the established individualized education program (IEP) was appropriate and being implemented and, if not, whether a relationship exists with the misconduct.

If it is determined by the IEP team that there is no relationship between the pupil's misconduct and his or her handicap, that the pupil was appropriately placed, and that the pupil understands the difference between right and wrong, then the pupil may be appropriately referred to the disciplinary procedures established pursuant to Education Code Section 48915.5. If, however, it is determined that there was a relationship between the pupil's misconduct and his or her handicap or an inappropriate placement caused the misconduct, or the pupil lacks the capacity to understand, then the team shall further designate the appropriate placement for the pupil and revise his or her IEP if necessary. The team may decide that a more restrictive or controlled placement, rather than expulsion, is warranted.

Any disagreements between the parent and the district regarding the appropriateness of the pupil's placement or recommended change of placement, including expulsion, are subject to administrative fair hearing procedures. All federal and state laws and regulations regarding the administrative hearing procedures apply. If the hearing officer upholds the IEP team's recommendation for expulsion, then the district can proceed through the normal expulsion proceedings.

If there is no disagreement regarding the IEP team's decision that a change in placement is warranted, and that change is exclusion of the pupil through expulsion proceedings, the pupil has a right to an expulsion hearing pursuant to Education Code Section 48915.5.

**NOTE TO THE INSTRUCTOR:**

**THE FOLLOWING LETTER WAS RECEIVED BY THE DEPARTMENT AND MAY BE USED AS A LEGAL REFERENCE.**

To: School Bus Instructor Program
Subject: ACCESS OF A BUS DRIVER TO PERSONALLY IDENTIFIABLE INFORMATION

Question

May a district, special education services region, or county office release relevant personally identifiable information with parental consent, to a school bus driver providing transportation to the pupil?

Conclusion

If transportation is designated in an individualized education program (IEP) for an individual with exceptional needs, and the school bus driver is providing the transportation service, he/she is a school official/employee for the purpose of disclosure of personally identifiable information and may have access to such personally identifiable information for legitimate educational purposes.

Analysis

Both federal and state laws relating to the disclosure of personally identifiable information require an educational agency to obtain the written consent of the pupil's parent prior to disclosing such information to unauthorized persons (Education Code Section 49075, 34 CFR 99.30). Those persons who are specifically authorized to have access to personally identifiable information without the written consent of the parent include school officials and employees within the agency who have been determined by the agency to have legitimate educational interests (Education Code Section 49076, 34 CFR 99.31). If transportation is designated in an IEP for an individual with exceptional needs, the school bus driver or any other employee providing the transportation service for the district, special education services region, or county office is a school employee for the purpose of disclosure of personally identifiable information. Although the driver does not perform the service within the agency and may not be located within the institution, he or she is still an authorized school employee since he or she is performing the required service on behalf of the responsible educational agency.

Prior to disclosing personally identifiable information to a bus driver or other employee providing transportation, however, the educational agency must determine that the employee has a legitimate education interest and the employee's access must be limited to the particular records relevant to the interest (Education Code Section 49076). Examples of possible legitimate educational interest relating to the duties of an employee providing transportation would be an interest in behavioral or medical information which may affect the safety and/or welfare of the pupil or other pupils on the bus.

In addition to the federal and state laws and regulations relating to confidentiality, Education Code Section 56347 expressly requires the provision of a copy of a pupil's IEP to the regular teacher or teachers, the special education teacher or teachers, and other persons who provide special education, related services or both to the individual with exceptional needs prior to the pupil's placement. Copies of the IEP must be provided to the aforementioned persons in accordance with federal and state pupil record confidentiality laws; therefore, the previous discussion applies to the release of a pupil's IEP, as well as all other personally identifiable information, to an employee providing transportation to the pupil. In order to ensure the protection of confidential information released to authorized employees, such employees using personally identifiable information must receive training or instruction in the policies and procedures the state has undertaken to protect personally identifiable information collected, used, or maintained by an educational agency (34 CFR 572).

## CONFIDENTIALITY OF PUPIL'S RECORDS

Federal and state laws protect the confidentiality of pupil information. The particular protection afforded to parents and pupils is described in this section. In order for bus drivers to perform their jobs, they must have access to information about pupils which is relevant to providing the pupils with appropriate transportation. For example, the bus driver needs to know the names and phone numbers of persons to contact in case of emergency. They should know of conditions which may not be apparent, such as epilepsy, and appropriate ways of reacting in the presence of a seizure. The bus driver, as an employee of the school district or as a contractor with the school district, has both the right and the obligation to know that which is relevant to the pupil's transportation. A Department of Education legal opinion dated 4/1/82 affirms the right of school employees, including bus drivers, to have access to relevant information.

Bus drivers will usually get this information from their supervisors who have either participated in the development of the pupil's individualized education program (IEP) or have discussed the relevant information with one of the IEP team members. Drivers may also get information from parents or other persons. This information may be personally identifiable and therefore confidential in nature. Drivers should accept such information and hold it responsibly. It should not be posted. It should not be shared with others, unless such sharing will be of benefit to the pupil. Information sharing must be limited to those who have legal access to the information, such as the transportation supervisor.

Drivers should also be sensitive to any comments they hear about the transportation system. They should take such comments to a person who can do something about a deficiency in the system or who has knowledge of particular aspects of the system.

In giving information to others, drivers should report their observations, taking care to exclude personal conclusions, inferences, or assumptions.

Drivers should take any opportunity to educate parents and others to the importance of transportation in the total educational process. The pupil's first and last contact each day is with the transportation system. Transportation supervisors and sometimes drivers need to be integrally involved in the pupil's educational planning.

The following list includes rights of parents and obligations of the local educational agency (LEA). Drivers should be aware of them and assist in their implementation wherever possible.

1. Parents have the right to be notified of those persons who have access to their child's records.
2. The LEA is obligated to obtain the informed consent of the parent prior to the collection and recording of individual test data.
3. The LEA is obligated to obtain written parental permission to send information to any individual or agency not specifically defined as having legitimate educational interest in the pupil.
4. The LEA is required to appoint a certified employee to be responsible for maintaining the confidentiality of records.
5. The LEA must maintain, as part of the pupil's record, a log identifying those persons or organizations having had, and currently having, access to records.
6. The LEA is responsible for ensuring that established procedures will be followed for the destruction of material in a pupil's records when such information is no longer useful.
7. Each LEA must have procedures and policies regarding pupil records. School employees, including bus drivers,

must follow these procedures and policies in obtaining pupil information. This may mean obtaining information from the transportation supervisor or the school principal or the director of special education.

## DRIVER'S RESPONSIBILITIES

The exceptional child's first contact with school each day is when he or she meets the bus driver. A cheery "good morning" and a friendly smile will often set the child's attitude for the entire day. Your knowledge and familiarity with the following will make your day easier:

- How to operate the special equipment required in the vehicle relating to ramps or lifts.
- How to properly secure the wheelchair and where to put the tie-downs when not in use.
- How to release the "slip locks" on some of the braces the pupils wear.
- The problems of each pupil on the bus. This information can be obtained from school officials or parents and put on route cards, but it must be kept in strict confidence.
- How to handle or lift each pupil based on medical records. This information should be noted on route sheets or route cards.
- Have at all times, current route cards on the bus. These may change often, but all copies must be up to date.
- The seating arrangement is very important. It may be necessary to change seats as soon as the driver knows the pupils better. Very often teachers or school nurses can give suggestions about this and other behavior problems.
- If wheelchair pupils are aboard, remember, the first "pickup" in the morning is the last "dropoff" in the afternoon. Place the wheelchairs accordingly.
- The district or company policy in the event of a breakdown or any accident.
- A "backup" plan in case of road construction or any other

unsafe condition.

- The locations of fire stations, emergency hospital, police or sheriff's departments in case of an "on board" emergency.
- Do not change any point of "pickup" or "dropoff" unless written notice is given to the driver by the transportation supervisor or parent.
- Who is to receive the child. NEVER LEAVE A CHILD ALONE.
- Have an accident packet, emergency phone numbers, and coins for a phone call aboard the bus at all times. A first-aid kit is a good place to keep this material.
- Be aware of and conform to the policy relating to taking pupils' medication aboard the bus.
- An understanding of first-aid and the ability to exercise mature judgment relating to the care of the children and the responsibilities of driving.
- Be sure to check the inside of the bus, thoroughly, at the end of the day.
- All other laws and regulations required to become a qualified school bus driver will also apply.

## QUESTIONS

The daily bus ride to school can be an important part of a child's progress toward independence. The child will learn how to leave home to meet the bus and how to behave on the bus. The bus driver will explain the bus rules to the child, who will learn to obey them. Bus drivers should be aware of the important roles they play in affecting the behavior of children. The bus ride to and from school can be a pleasant experience which a child anticipates eagerly, or it can become a dreaded experience. The driver should be thoughtful and careful about such routine matters as assigning a seat or seatmate, the presentation and purpose of a seat belt, and about using discipline.

A driver's primary purpose is to take children to and from school safely and dependably. Therefore, while the driver makes allowances for specific problems of exceptional children, a child's social

| REFERENCE | CONTENT |
|---|---|

adjustment will be of less importance than getting to school on time or the safety of the bus, the driver, and other children.

## BEHAVIOR MANAGEMENT

The driver's main responsibility is to get children to and from school safely in spite of weather conditions and traffic problems. Proper pupil behavior is essential so the driver can concentrate on driving. Exceptional children may tend to forget rules, tease, fight and misbehave. When a handicapping condition causes behavior that is difficult to control, an understanding of these patterns may help the driver in handling problems on the bus. Parents and teachers can assist in making a driver aware of what to expect in certain conditions. The following suggestions may be helpful:

1. Keep instructions simple - use short sentences.
2. Repeat frequently - using the same words.
3. Use very simple words.
4. Keep the same routines - "Sit in the same seats each day."
5. If a change in routine is expected, such as a substitute driver, tell the pupil ahead of time, if possible. The pupils and parents relate to **"their"** driver.

Getting children to follow rules instead of making up their own.

1. Tell the child what the rules are.
2. Help the child learn by stating clearly and without anger any instructions.
3. Word the rules in a positive manner. USE: Do this rather than Don't do that. If you list the don'ts, you may give them new ideas for misbehavior.
4. Emphasize what you want and use a positive manner; for example:
    a. "Please keep your seat belt fastened" instead of "Don't unfasten your seat belt."
    b. "Please lower your voice" instead of "Don't scream."
    c. "I like the way Johnny is sitting in his seat."
5. Correcting of errors may be done in two ways:

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a. "Stop doing it wrong" (negative) and
b. "Do it this way" (positive)

A negative approach is usually associated with reprimand, scolding, lecture or some other punitive action. A positive approach is usually related to a reminder of the behavior wanted and an offer to help the child learn to achieve it. This is a teaching approach.

When we use a negative approach, we are trying to "catch the child doing something wrong." When we use a positive approach, we are trying to "catch the child doing something right."

Summary

1. State rules frequently. They may be different for each child.
2. State rules in terms of positive actions; let the pupils know the behaviors you want them to learn.
3. Let children know how well they are doing - let them see their successes.
4. Is a positive approach a bribe? Some say it is; however, it should be noted that:
    a. Even adults like praise and rewards for work well done.
    b. Even adults hope that others notice their good points and say so. No one can survive long in an atmosphere of constant criticism.
    c. A child is entitled to rewards for work well done and the rewards can be a:
        . Compliment
        . Smile
        . Nod of approval
        . Grade or mark
        . Letter home or verbal report to a parent repeating good behavior
5. An emphasis on the positive aspects allows a child to have status and "save face."

6. The driver must be fair and equal with all pupils and have no favorites.
7. The driver needs to remember the professional relationship between pupil and driver and not get overemotionally involved.
8. If we want children to learn positive behaviors, it may be well for us to practice those behaviors ourselves so children can see what we want them to learn.

**The Show-Off**
The show-off can upset the apple cart. As an example, wisecracks and smart-aleck behavior can demoralize a bus driver and disrupt a carefully planned bus routine. What can be done in this situation?

The first temptation is to try to squelch the offender. Don't. Don't ridicule, don't belittle, don't argue with the child. Don't make the bus a battleground for matching wits. You are not helping yourself or the child. Ignore the interruptions and antics, if possible.

When the child cannot be ignored, isolate him or her (in the front of the bus or in the back). Put the child where there will not be an audience. Be sure the child knows why he or she is being isolated.

To handle a show-off successfully, you must appreciate one basic fact: Such children have a tremendous need for attention. If they don't get it one way, they will get it another.

Why? Who knows? It may take a long time before you get to the root of it. In the meantime there is only one thing to do. See that the child gets as little attention as possible for destructive behavior. Give him or her maximum opportunities to get attention by constructive behavior.

Find out what makes the child tick. Watch and talk with the child and talk with the principal. Remember that there is a reason for this attention seeking.

Try giving the child responsibility and see that he or she lives up to it. Focus on the child's strong points.

Try to help the child experience the rewards of acceptable behavior.

Continue to talk and listen to the child. Whether you want to or not, you will have to give this child more time than others. Be patient. It takes a lot of time, and it may take a long time.

To put it briefly, Help the "cutup" to grow up!

**The Defiant One**

Every bus driver has met or will meet the angry, hostile child. Understanding the reasons for this defiance is necessary to help. Understanding ways to meet this defiance is necessary. YOU CAN'T SHOOT THE CHILD. Your only choice is to try to learn to cope.

When disrespectful behavior or talking back occurs, ignore it the first time. The child may be only seeking attention and an immediate response will play into the child's hands.

But if this misbehavior continues, let the child know right then that it is unacceptable. Stop talking, frown, look surprised, and tell the child to report to you later.

This child usually distrusts people, and it will be your job to help the child gain trust in you. Explain that this behavior disrupts the bus and is not allowed, but be friendly and don't yell. Be interested, be sympathetic, and try to understand why the child acts this way.

Try not to take it personally and don't lose your temper. Approach it objectively: Note when the child is most defiant, note toward whom he or she is most defiant, and note how the child is defiant.

Meanwhile, back in the bus:

- o Be firm, but be kind.
- o Praise good behavior.
- o Show trust.
- o Isolate from the group.
- o Spell out the consequences of poor behavior.
- o Follow through.

When bad conduct continues to disrupt the bus, remove the child quietly, matter-of-factly. Don't lose your temper or your patience. Don't give the satisfaction of having created a big issue or a big scene. Do it as calmly and routinely as possible. Take the child to the principal or send a note. The next step will be a BUS CITATION - let the child know this.

Don't demand miracles overnight. It took a long time to get this way - and it may take a long time to change. You may have helped more than you know.

**Anticipate Trouble**

Bus drivers almost need a sixth sense to anticipate trouble before it happens. It doesn't take long to recognize troublemakers and problem situations. Being alert to these danger spots, it helps to nip trouble in the bud.

Situations which jeopardize bus control vary from bus to bus, driver to driver, and from day to day. The wary bus driver is **not** caught off guard!

**Stop** and review standards of behavior.

**Look** around the bus. Locate the troublemakers and let them know you are ready.

**Listen** for the first sounds of disorder. Don't be afraid to halt the bus immediately. Be aloof, be stern, be disappointed. Don't yell, but do insist upon order. Don't take the whole bus load back to school except in an emergency. Don't punish the whole bus load and the principal for the actions of a few. DO give citations - after talking with the child and the principal, if possible.

You have learned through experience to expect trouble from certain children at certain times. Before these situations arise, move the child, or get eye contact.

Your presence not only gives personal support but serves to remind the pupils of their responsibilities. In most instances, it won't be necessary to say a word.

Use seating arrangements as a means of minimizing trouble spots. Placing troublemakers near you or near responsible students puts them in an environment that is conducive to good behavior.

Children's feelings, like the barometer, rise and fall with changes in the weather. Avoid problem situations by anticipating these changes. Don't overlook the excitement caused by wind, rain, snow, or hot sun. And don't forget that your feelings are affected too.

Anticipate the effect of special occasions. Students are naturally keyed up immediately before a holiday or vacation or important school function such as an athletic events or student elections.

Don't try to ignore these things and don't get mad at the enthusiasm of the students. The main job is to keep these situations in proper perspective.

REMEMBER THE PROVERB: An ounce of prevention is worth a pound of cure! When it comes to discipline, nothing could be truer.

**Spur-of-the-Moment Discipline**

"Spur-of-the-moment" discipline is usually short-lived and reckless. When you look at what it does to you and your passengers, you will want to avoid getting out on this limb.

Spur-of-the-moment discipline is used in anger, frustration, or despair, with results far from satisfying or effective. The driver is the loser. Esteem, dignity, and respect can disappear in one brief moment as words are said which cannot be unsaid, or threats are made which cannot be carried out. The students may respond with resentment, hostility, fear, distrust, or even "baiting," and they lose respect for authority.

How do you avoid getting into this predicament? Begin with yourself. Learn to control yourself before you try to control the bus passengers.

Be sure discipline is measured from a COOL head and a WARM heart!

Avoid being backed into a corner where you are forced to fight. If you are prepared, there should be little need to rely on "spur-of-the-moment" remedies.

Be sure to follow through with the consequences, even when inconvenient. Don't put off until tomorrow a situation that needs correcting today! If you say something, say it like you mean it, and mean it!

If it is a reasonable rule, enforce it; if it is not, change it. Be consistent and firm.

If you find yourself "on the spot," remember: GET THE PUPILS QUIET BEFORE YOU BEGIN TALKING. Not by yelling "Shut up!" but by getting on the "horn" and asking for their attention. When they are quiet, you speak quietly; show disappointment but not anger or disgust. Be ready to forgive and begin again.

Bus driving is filled with moments that try your soul. But stay calm and avoid panic and threats. Be ready to live with your decisions before you announce them.

The term is Assertive Discipline!

**PARENTS' RESPONSIBILITIES**

The driver is sometimes the only daily contact parents have with school personnel, and it is necessary that this relationship be maintained on a friendly and intelligent level. However, the parents do have a great deal of responsibility, such as: **CITE DISTRICT OR COMPANY POLICIES.**

1. Communicating to the child his or her duties and the acceptable behavior and conduct expected during the bus ride to and from school.
2. Knowing the bus schedule and time of "pickup" and "dropoff" of the child.
3. Having the child "ready" and on time to meet the bus. This would include providing a good breakfast, clothing the child properly, taking care of personal needs, and having the necessary books or supplies carried in a case or packet.
4. Notifying the driver where the child is to be picked up each morning; that is, front porch, front walk, garage, etc.
5. Notifying the school officials in advance, putting a note on the front door, or signaling the bus driver if the child is not to attend school on a given day.
6. Maintaining the wheelchair in proper condition; i.e., checking the brakes, restraining belts, and batteries.
7. Providing the school and driver with the correct lifting procedure for the child.
8. Suggesting steps to be taken by the driver or aide in the event of unusual behavior on the bus.
9. Providing the school and driver telephone numbers in case of an emergency.

10. Notifying the school and driver of any change in medication.

## QUESTIONS

## BUS EVACUATION FOR SPECIAL EDUCATION PUPILS

Unfortunately, special education buses, like all buses, do have breakdowns and do get involved in accidents. Although evacuation drills are very complicated, they are also very important and necessary. In order to create a workable solution, all people working in this field of transportation should be involved.

5 CCR 1402

**State law requires that during the school year children who are transported from home to school shall receive appropriate instruction in safe riding practices and emergency bus evacuation drills.**

Active participation must be done by the students who are physically able to perform and should be done under controlled and safe conditions. Supervisors, drivers, and school personnel should all be involved to ensure that all drills are conducted properly. All evacuation drills should be conducted on school property.

The following are some guidelines that can be followed, but local district policy must be maintained.

1. Drivers and supervisors should observe how students behave on individual routes.
2. A determination must be made as to how students are able to participate. This should be worked out with teachers, school principals, doctors and nurses.
3. All children must participate in fire and emergency drills.
4. Communication with the students is the key to smooth and safe drills.
5. If communication is a problem, enlist the help of teachers.
6. Monitors selected by the driver should be made aware of and trained in what should be done in case of an emergency.

7. A hand-to-hand chain may be effective in some cases.
8. Pupils with handicaps can learn to evacuate in an orderly manner, but it may take more time and patience and more monitors.
9. When directing students to a staging area, it may help to take a bright-colored object (such as a sponge dipped in orange paint) and throw it to the area where you want the students to go. If used for practice, this object and procedure must also be used in a real emergency.
10. If aides are assigned to a bus, they would be the number one monitors. If the driver becomes incapacitated, the aide or monitor should know:
    a. How to stop, turn off the engine, and secure the bus
    b. How to open emergency exits
    c. The unloading and evacuation procedures as practiced by the students
    d. Where to establish the staging area for the pupils after evacuating the bus
    e. The location of the emergency equipment, such as a first-aid kit, fire extinguisher, and reflectors
    f. Emergency radio procedures, if applicable

NOTE TO THE INSTRUCTOR

**THE FOLLOWING CHART CAN BE USED TO SHOW DRIVER PROFICIENCY IN WHEELCHAIR TRAINING.**

## WHEELCHAIR/MOBILE SEATING DEVICE TRAINING

**DRIVER'S NAME:** ____________________

**DATE:** ______________ **ROUTE:** ______________

**SCHOOLS:** ______________ **TIME:** __________ TO

______________ __________FROM

__________TOTAL

## TYPES OF CHAIR OR SPECIAL EQUIPMENT

**INDICATE IF THE DRIVER HAS OBSERVED ONLY, OR IF THE DRIVER ACTUALLY SECURED THE EQUIPMENT THEMSELVES**

| OBSERVED ONLY: | TRAINEE SECURED | TYPE OF EQUIPMENT | NO. OF EQUIPMENT | TRAINEE'S INITIALS |
|---|---|---|---|---|
| ____ | ____ | REGULAR | ____ | ____ |
| ____ | ____ | ELECTRIC | ____ | ____ |
| ____ | ____ | MULLHOLLAND | ____ | ____ |
| ____ | ____ | STROLLER (KINETIC) | ____ | ____ |
| ____ | ____ | GURNEY | ____ | ____ |
| ____ | ____ | OTHER ____ | ____ | ____ |
| ____ | ____ | SUPPORT INFANT SEAT | ____ | ____ |
| ____ | ____ | HARNESS | ____ | ____ |
| ____ | ____ | RESTRAINTS | ____ | ____ |

____________________
DRIVER'S SIGNATURE

INSERVICE HOURS CREDIT ____

____________________
TRAINER'S SIGNATURE

The following are procedures to be used in wheelchair training:

**General Principles for Lift:**

a. Be sure lift base is in the widest possible position.
b. Be sure the area is cleared.
c. Be sure passenger is secure, lift a few inches, and check the passenger again before moving the lift.
d. Never leave a passenger alone on a lift.

**Wheelchair Safety**

Always make certain brakes are on securely while child is sitting in wheelchair waiting for assistance. Always make certain belt is securely fastened.

**Wheelchairs - Ramp or Incline:**

a. Back down ramp with wheelchair.
b. Push passenger up ramp facing forward.

**Wheelchairs - Curbs**

a. Back wheelchair down curb, holding back wheels up until completely off the curb.
b. Use the tipping lever with your foot to place the front wheels on the curb. Then lift up and push forward with the push handles to get the back wheels up the curb.

**Some Reminders:**

a. Never lift child by his or her body jacket.
b. Never lift child by either both arms or one arm. (If you want to know why, have someone lift you by the arms.)
c. Never lift a child who is too heavy for you. (Do not risk hurting yourself or the child.)
d. If the child can sit up without help, you can slide the child forward on the seat before lifting.

**Lifting and Carrying Techniques:**

Body Mechanics

-

a. Plan job.
b. Prepare and secure the equipment - place wheelchair in proper position, locked with footrests out of the way.
c. Allow ample room for good footing.
d. Wear shoes with good support.
e. Face load squarely - feet close to load and spaced wide apart with one slightly ahead of the other. (Feet should be apart about the width of hips.)
f. Lower body to level of load.
    1. Bend legs (squat position).
    2. Keep back straight and avoid arching.
    3. Tuck in the pelvis so low back can take load with safety.
    4. Do not lift from kneeling position (on both knees).
g. Get good grasp - make sure grip is firm.
h. Give a trial lift to check load to judge how heavy it is.
    1. Should not lift load over one-fourth of body weight.
i. Straighten legs in steady upward thrust when going to standing position.
j. Hold load close to body to give yourself the best mechanical advantage over the load.
k. Avoid twisting - to change directions, move feet in short steps toward the new direction while keeping the body in good alignment.

**Adaptations:**
Lifting a child with a weak trunk and shoulder girdle (two persons required):
    a. The person lifting the trunk should fold the child's arms on the chest.
    b. The lifter then places his or her arms under the child's upper arms and grasps the child's forearms and signals when to lift.
    c. The other person should support the legs under the knees.
    d. This is especially useful for children with muscular dystrophy.

Children with body jackets:

a. If a two-person lift is required, the trunk is lifted as described above.

b. If the child is light enough for a one-person lift, place one arm under the thighs and the other behind the back, leaning the child's back against your arm.

c. Remember, if you lift with your hands pressing against the jacket, you will slide the jacket and it won't fit correctly.

Evacuate passengers as quickly as possible:

a. Lower tailgate or side lift halfway if operating.

b. Release chairs one at a time and remove chair from bus by first lowering chair to tailgate or lift and then to the ground. (NOTE: Electric chairs are too heavy for this. Remove student from chair and carry out of bus.)

What can be done in case emergency doors in rear or side cannot be opened:

a. Remove ambulatory passengers from bus and send to a safe location and sit in a group.

b. Remove wheelchair passengers from wheelchairs and carry from bus to a safe location away from the bus.

In the event of a field trip, the teacher would be the number one monitor and should be given the same instructions as above. The driver should list the students that will be a problem in evacuation, by seat number, and also list recommendations for handling these students. This list should be in writing and posted in a prominent location. Usually, outside help will be available very quickly and should assist only under the direction of the driver. The driver should always remain calm and show authority. This will greatly assist in handling of students.

**NOTE TO INSTRUCTOR**

**THE FOLLOWING POINTS ARE LISTED HERE MERELY AS A GUIDE FOR ANY ADDITIONAL TRAINING YOUR SPECIAL EDUCATION DRIVERS MAY NEED. INCLUDE ANY OTHER PROGRAMS THAT YOU FEEL ARE NECESSARY.**

**1. IT SHOULD BE THE DUTY OF THE TRAINING UNIT**

IN THE TRANSPORTATION DEPARTMENT TO CARRY OUT THE PROPER INSTRUCTIONAL PROGRAMS RELATING TO DRIVERS OF BUSES CARRYING EXCEPTIONAL CHILDREN.

2. THESE PROGRAMS SHOULD CONSIST OF ADDITIONAL BEHIND-THE-WHEEL TIME, INSTRUCTION ON USE OF LIFT BUSES, POSITION OF WHEELCHAIR AND DRIVER ON THE LIFT, ADJUSTMENT AND SECURING OF WHEELCHAIR TIE-DOWNS, ETC.
3. CADET RIDES ON REGULARLY SCHEDULED ROUTES SHOULD BE INCLUDED IN THE TRAINING.
4. VISITS TO THE VARIOUS SCHOOLS AND OBSERVATION OF THE PROGRAMS BEING OFFERED SHOULD BE INCLUDED.
5. DRIVERS SHOULD SEE THE LOADING AND UNLOADING AREAS AT THE SCHOOLS AND MEET THE AIDES, SCHOOL NURSES, ETC.
6. DRIVERS SHOULD BE INSTRUCTED ON PROPER POSITION WHEN "ASSISTING" AMBULATORY STUDENTS; I.E., SHOULD THE DRIVER REMAIN IN THE SEAT OR BE OUTSIDE THE BUS TO ASSIST?

The preceding information is intended to be an overview of working with individuals with exceptional needs. Further information is available by contacting your transportation training office, the child's parents, teachers, school nurse, aide, or district staff development specialist.

HAVE A SAFE JOURNEY!

## THE SPECIAL NEEDS PASSENGER - PRETEST AND UNIT TEST

1. Type 2 vehicles are used extensively in transporting special education pupils.

T______ F______

2. It is not necessary for the driver to know the difference between a trainable mentally retarded and an educable mentally retarded if they ride the same bus.

T______ F______

3. The bus driver can refuse to transport wheelchair pupils if the chair does not have a restraining belt for the pupil.

T______ F______

4. Bus evacuation "drills" are not necessary for pupils on special education buses.

T______ F______

5. In very few cases, with exceptional children, will the chronological age (actual age) differ from the neurological age (mental age).

T______ F______

6. In many cases, the medication taken by pupils may affect their behavior problems.

T______ F______

7. Private contractor drivers must follow the policies established by the district for whom they provide service.

T______ F______

8. The educationally handicapped child has little or no problems dealing with behavior.

T______ F______

9. It is not necessary for a driver to know the medical problems of the pupils on the bus.

T______ F______

10. It is permissible for a driver to leave the pupil at home in the afternoon if no one is at home.

T______ F______

11. The driver's proper attitude in the morning can make the pupil's day much brighter.

T______ F______

12. Improper lifting techniques may result in an injury to a driver.

T______ F______

13. Special education pupils are sometimes very upset by any change in the daily routine.

T______ F______

14. Wheelchairs are usually the same and the bus driver does not need any special training in handling them.

T______ F______

15. Parents and teachers should be contacted by the driver if additional help or advice is needed.

T______ F______

16. The driver should always be aware of the location of emergency facilities in case of an "on board" accident.

T______ F______

17. The bus driver's main responsibility is to get the pupils to and from school safely.

T______ F______

18. It has been proven that a positive approach is more effective in handling behavior problems.

T______ F______

19. It is very important that the relationship between the parents and bus driver be on a friendly and intelligent level.

T______ F______

20. The driver must be fair and equal with all the pupils.

T______ F______

21. The parents have the responsibility of maintaining the brakes, batteries, and belts on their child's wheelchair.

T______ F______

22. Drivers of special education buses have to be well-trained and well-adjusted for their jobs.

T______ F______

23. Drivers and supervisors should take active participation in evacuation drills for special education pupils.

T______ F______

24. State regulations do not require bus evacuation drills for special education pupils.

T______ F______

25. Monitors assisting the driver should be made aware of and trained in what they should do in case of an emergency.

T______ F______

26. The driver should always remain calm and show authority. This will greatly assist in handling special needs passengers.

T______ F______

## THE SPECIAL NEEDS PASSENGER - TEST KEY

1. T
2. F
3. T
4. F
5. F
6. T
7. T
8. F
9. F
10. F
11. T
12. T
13. T
14. F
15. T
16. T
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20. T
21. T
22. T
23. T
24. F
25. T
26. T

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## UNIT XII

## PUBLIC AND COMMUNITY RELATIONS

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## PUBLIC AND COMMUNITY RELATIONS

### LESSON PLAN OUTLINE

### TOPICS:

1. Introduction
2. Importance of public relations
3. The meaning of public relations
4. Driver's attitude
5. Parents' and pupils' attitudes
6. Community relations

### OBJECTIVES:

1. To explain the importance of community relations
2. To help understand how this position affects the educational community

### INSTRUCTIONAL DELIVERY:

Lecture, discussion, and test

### EQUIPMENT AND INSTRUCTIONAL AIDS:

Overhead projector, slide projector, video, chalkboard or marker board, flip-chart, VCR, charts, chalk, and model buses

### HANDOUTS:

______________________________

______________________________

______________________________

______________________________

| REFERENCE | CONTENT |
|---|---|

NOTE TO THE INSTRUCTOR

THE SUCCESS OF THIS LESSON WILL DEPEND ON YOUR INTERPRETATION OF THE TERM PUBLIC RELATIONS.

CONSIDER THE FOLLOWING AS YOU MOVE THROUGH THE LESSON.

1. THE MOST VALUABLE GIFT YOU CAN GIVE ANOTHER IS A GOOD EXAMPLE.
2. A GOOD INSTRUCTOR, THEY SAY, IS SOMEONE WHO CAN STEP ON YOUR TOES WITHOUT MESSING UP YOUR SHINE.
3. YOU NEVER GET A SECOND CHANCE TO MAKE A POSITIVE FIRST IMPRESSION.
4. PEOPLE CAN BE DIVIDED INTO TWO GROUPS: THOSE WHO MAKE THINGS HAPPEN, AND THOSE WHO WONDER WHAT HAPPENED.
5. THE GOAL OF CRITICISM IS TO LEAVE THE PERSON WITH THE FEELING THAT HE OR SHE HAS BEEN HELPED.
6. BUCK-PASSING USUALLY BOOMERANGS.
7. COOPERATION IS DOING WITH A SMILE WHAT YOU HAVE TO DO ANYWAY.

INTRODUCTION

School bus
SPAB
Transit

As professional bus drivers, driving a vehicle safely is not enough. A driver must also possess the necessary skills to work with customers; i.e., general public, young people, parents, teachers, and school administrators. The driver must also understand and accept the fact that as public employees, we must maintain work standards that are acceptable to everyone with, and for, whom we work. Confidence in our abilities and respect from pupils, the general public, parents, teachers, administrators, fellow workers, and other members of the community must be earned.

Practically everything done while performing the job and the manner in which you conduct yourself while performing it, will contribute either favorably or unfavorably to the community's image of you and the transportation system. This unit will be concerned with public relations, which for our purposes, will define the activity of improving the relations of the transportation system with the general public.

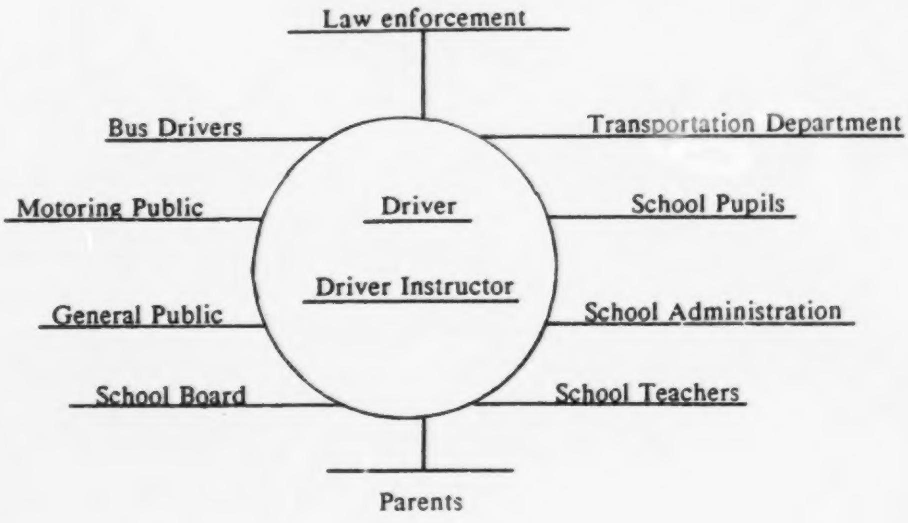
NOTE TO THE INSTRUCTOR

**ENCOURAGE CLASS PARTICIPATION WHEN USING THE ILLUSTRATION.**

**BEGIN THIS LESSON BY SOLICITING THE GROUP'S THOUGHTS ON PUBLIC RELATIONS AND THEIR PERCEPTION OF THE IMPACT IT HAS ON THEIR PERFORMANCE AND PUBLIC PERCEPTION. WHEN USING THE "CIRCLE," BEGIN BY HAVING THE CLASS IDENTIFY THE PEOPLE THEY CONTACT ON A DAILY BASIS. SHOULD THEY MISS SOME, ADD THEM TO THE LIST AND GENERATE THE APPROPRIATE RESPONSE.**

**ASK THE FOLLOWING QUESTIONS AND WHY.**

- Does our profession have a negative attitude toward the customers we serve?
- Does the general public have a negative attitude toward our industry?
- Why?
- How many people does the driver contact on a daily basis?


Law enforcement
Bus Drivers
Transportation Department
Motoring Public
Driver
School Pupils
Driver Instructor
General Public
School Administration
School Board
School Teachers
Parents

### DIAGRAM ON BOARD

- **I - I**
  **M - Maintain**
  **A - Actions**
  **G - Good (for)**
  **E - Everyone**

Perhaps the first thing to be considered is that a courteous, careful driver makes positive impressions; the driver who is careless and thoughtless creates negative impressions.

For example, a driver who weaves in and out of traffic attracts unfavorable attention and unfavorable comments. One discourteous, irresponsible act helps to create an unfavorable image for all members of the transportation system.

### IMPORTANCE OF DRIVER IN PUBLIC RELATIONS

Each driver is important in the public relations picture. Consider these facts for a few moments:

1. As a driver, you represent your employer.
2. The "way out act" can strongly affect public opinion.
3. In the course of a daily route, you have more contact with the public than any other group has because:
   a. Large numbers ride buses.
   b. Large numbers of motorists and pedestrians see the buses in operation.
4. Observers expect proficient driving, take good performance for granted, and are usually quick to complain of poor performance.

### MEANING OF PUBLIC RELATIONS

The term public relations suggests good relations with only the public. However, good relations within an organization are also essential.

In many cases, good public relations are dependent on good relations within an organization. How well you get along with fellow drivers, administrators, and governing board members can affect the public's view of the entire system.

**DRIVER ATTITUDE**

Let's take a closer look at the role of the driver and the transportation system in building good public relations. The attitude exhibited by a driver, personal grooming habits, and the care given the equipment are all factors that make the driver a key person with respect to good public relations. Consider again the following:

1. A driver's attitude toward the passengers helps to determine whether the public has a good or bad impression of the employer.
2. A driver's personal grooming habits are important because often first impressions are based on a person's appearance.

   DISCUSS UNIFORMS IF REQUIRED.
3. A clean, well-maintained bus is a sign the driver takes pride in his or her work.
4. The driver's overall reputation in the community affects the public's confidence in him or her and therefore in the transportation system.
5. The primary responsibility is to establish and maintain a working relationship with fellow employees and district personnel. A spirit of unity and proficiency should develop, and a pleasant environment should be established; however, this will not just happen. The driver must make it work.
6. A driver should exercise the following good manners:
   a. Courtesy and kindness.
   b. Recognize needs of others.
   c. Give benefit of the doubt.
7. Compete with yourself, not with others.
   a. Be a team player rather than a loner.
8. Learn to communicate effectively:
   a. Use facial expressions (nonverbal).

b. Use voice inflection.
c. Be a good listener.
d. Cope with feelings.
e. Express thoughts with clarity.

**Remember you are a professional** - become a good one by doing the utmost to encourage a close working relationship within the district or company. Also, discuss nonverbal communication. The composition of a message equals 55 percent nonverbal communication (body language, actions, appearance, etc.) 38 percent tone of voice, and 7 percent words. When verbal and nonverbal do not agree, we tend to believe the nonverbal.

## PASSENGERS' FEELINGS

How passengers feel toward the system depends a great deal on how the drivers perform as a team in getting passengers to and from destinations. Never forget the passengers, as taxpayers, pay for this service and expect (and rightfully so) to see that tax dollars are used in a proper way. Passengers travel the same roads as we do; and if they see something they dislike, they may be quick to file a complaint.

What the public likes to see is the buses clean and operating in a professional way by courteous drivers.

Passengers make quick decisions about drivers from the ride received. They appreciate a good, smooth ride and will be quick to make favorable comments about a driver.

A poor performance will quickly bring unfavorable remarks that will probably be distorted when repeated throughout the community. This does not help with public relations.

Always remember, the bus is a traveling billboard, whether it be from a school district, private school, private contractor, or city transit system. The name of the employer will be widely advertised on the outside of the vehicle. Any sudden, unexpected or illegal movement will be observed by someone, sometime, somewhere. This will usually result in a very negative opinion by the general public.

This uncalled for movement directly reflects on the bus driver, the employer, and the entire transportation industry. You, as a driver can prevent this from happening.

## COMMUNITY RELATIONS

There are many opportunities for a transportation department to participate in community activities which in turn will leave a very positive feeling among the residents and a sense of pride in what is being done by the department for the community.

It is extremely important that on any occasion in which the transportation department is involved, the drivers must be well-groomed and the buses must be clean, inside and out. The participants should be enthusiastic and have pride in what they are doing.

Transit Bus
SPAB

## PUBLIC AND COMMUNITY RELATIONS

Passenger relations is a very important part of your job. Passengers pay for, and expect, bus companies to provide safe, efficient, and comfortable bus service from one place to another. You, the bus operator, are the main provider of that service.

**You are the only representative of the bus company that most passengers ever see.**

You not only drive the bus you also:

- Welcome the passengers on board.
- Take the fares and transfers.
- Answer any questions.
- Make sure the ride is comfortable and safe.
- Handle any passenger problems encountered.

| REFERENCE | CONTENT |
|---|---|

**Company Benefits.**

The way passengers are treated by you, the bus operator, will help them decide whether or not to continue to ride the bus.

- If given a choice, passengers will not ride with an operator who drives recklessly.
- If given a choice, passengers will not ride with an operator who is rude or indifferent to their problems.

**Passengers Benefit.**

Transportation is one of the most important needs people have. The practice of good passenger relations ensures passengers of safe, comfortable, and reliable transportation.

**Attitude Is Showing.**

The driver's appearance, gestures, posture, actions, and speech all reveal attitude. Each of these must always be professional to win and keep the passenger's respect. Always remember, respect is not granted to a person; it is earned.

It is very hard to hide attitude. Many things provide clues to others about your attitude:

- Appearance
- Speech
- Body language (nonverbal communication)
- Behavior

If you look unkempt, speak rudely, slump in the driver's seat, and do not give any assistance to any passengers, they will presume and rightly so, that you have a poor attitude toward your job and yourself.

**BUT**

If you look neat, speak politely, sit erectly in the correct position, look professional, and offer any and all assistance as needed, it will be presumed that you have a good attitude and take pride in the job and yourself.

Passenger relations can make the difference in providing passengers with the reliable, safe, and pleasant transportation deserved.

## SPECIAL PEOPLE - SPECIAL NEEDS

The passenger relations skills you use with other passengers also apply to helping handicapped and elderly passengers. Many of them simply cannot ride the bus unless the driver offers assistance. This is a real test of passenger relations skills.

Here are some guidelines to follow:

- Be on the lookout for handicapped and elderly persons.
- Check your mirrors for elderly and handicapped persons. They cannot run quickly to catch the bus - wait for them.
- Do not pull away from the curb until these passengers are seated. If special seats are provided for these passengers, make sure they are not used by others when needed by the elderly and handicapped.
- Pull as close to the curb as possible.
- Make a special effort to avoid obstacles or dangerous ground areas in the vicinity of the bus stop.

**Be courteous and patient.**

- Follow the golden rule. Respect the pride of the elderly and handicapped.
- Speak clearly and look at hard-of-hearing people so they can read your lips.
- Call out stops for blind persons.
- Give whatever help is necessary, but do not draw extra attention to the elderly or handicapped person.
- Answer questions and give directions more slowly for retarded people.

| REFERENCE | CONTENT |
|---|---|
|  | Many elderly and handicapped persons cannot ride the bus unless you, the bus operator, give assistance. In no other case are your passenger relations skills more important.<br>Your district policy and rules should be explained and followed. |

## PUBLIC AND COMMUNITY RELATIONS - PRETEST AND UNIT TEST

1. How you conduct yourself on the job will have no bearing on the community's image of you.

   T______ F______

2. A driver who is careless and thoughtless creates harmful impressions.

   T______ F______

3. Citizens expect proficient driving and are quick to complain of poor performance.

   T______ F______

4. Good public relations are not dependent on good relations within an organization.

   T______ F______

5. A driver's attitude will have no effect on the public attitude toward the carrier.

   T______ F______

6. People make quick decisions about other people on the basis of their appearance.

   T______ F______

7. Passengers expect and should have a good, smooth ride and will be quick to make comments about the driver.

   T______ F______

8. Any sudden, unexpected, or illegal movement by a bus driver will usually result in a very negative opinion by the general public.

   T______ F______

9. Participation by transportation departments in community activities could create a positive feeling among the residents of the community.

   T______ F______

10. The public is not too concerned about the condition or appearance of the buses.

    T______ F______

## PUBLIC AND COMMUNITY RELATIONS - TEST KEY

1. F
2. T
3. T
4. F
5. F
6. T
7. T
8. T
9. T
10. F

# INSTRUCTOR'S MANUAL
# FOR
# CALIFORNIA'S BUS DRIVER'S TRAINING COURSE

## MISCELLANEOUS SECTION

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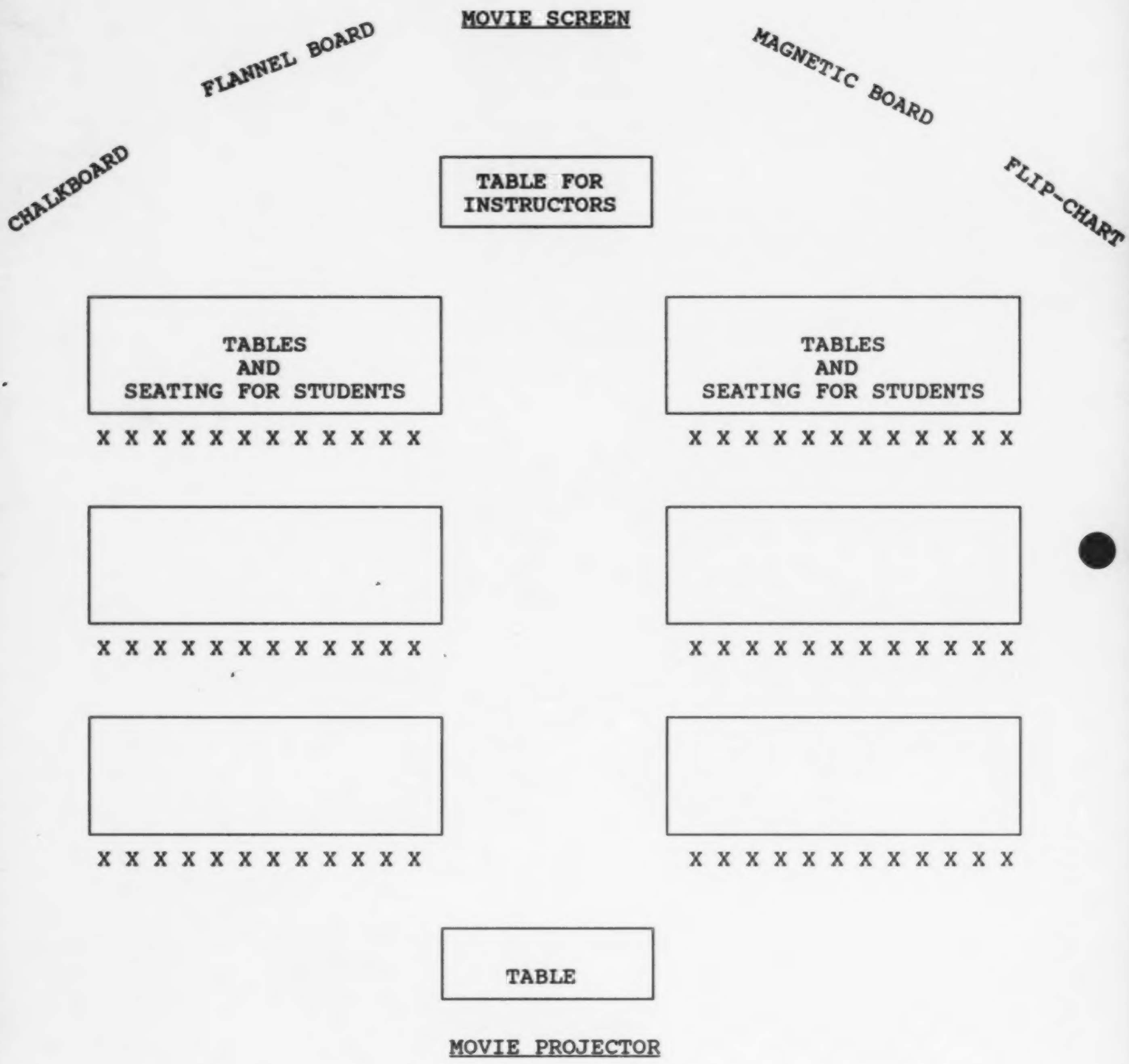
## MATERIAL NEEDED TO CONDUCT CLASSES
## (For Instructor Use)

| MATERIAL | INSTRUCTIONS |
|---|---|
| CLASS ROSTER | DEVELOP A ROSTER |
| PASSENGER TRANSPORTATION SAFETY HANDBOOK (82.7) | OBTAIN FROM LOCAL CHP OFFICE |
| CALIFORNIA COMMERCIAL DRIVER HANDBOOK | OBTAIN FROM LOCAL DMV OFFICE |
| VEHICLE CODE | OBTAIN A CURRENT VEHICLE CODE FROM LOCAL DMV |
| DRIVER HANDBOOK | OBTAIN SAMPLE HANDBOOKS FOR LOCAL CARRIERS |
| SAMPLE COPY OF DL-51 | LOCATED IN MISCELLANEOUS SECTION |
| LOCAL FORMS FOR EMERGENCY PACKETS | OBTAIN FROM LOCAL CARRIERS |
| PRETEST AND UNIT TEST | REPRODUCED FROM THE MANUAL FOR USE IN TESTING EACH STUDENT |
| ACCURATE TRAINING RECORDS | USE TRAINING RECORDS, T-02 AND T-03 AND STATE DOCUMENT T-01 |
| | |

# CLASSROOM ARRANGEMENT

Suggested classroom arrangement for Bus Driver Training Course, showing placement of visual aids used in presenting the lecture sessions.


MOVIE SCREEN
FLANNEL BOARD
MAGNETIC BOARD
CHALKBOARD
FLIP-CHART
TABLE FOR INSTRUCTORS
TABLES AND SEATING FOR STUDENTS
TABLES AND SEATING FOR STUDENTS
X X X X X X X X X X X X
X X X X X X X X X X X X
X X X X X X X X X X X X
X X X X X X X X X X X X
X X X X X X X X X X X X
X X X X X X X X X X X X
TABLE
MOVIE PROJECTOR

## INSTRUCTOR REQUIREMENTS

### (CLASSROOM)

Each instructor must possess the following:

1. A desire to teach.
2. Have the ability to motivate the students.
3. The ability to read out loud.
4. Ability to speak clearly and have good voice volume and fluctuation.
5. Able to remain calm under stress.
6. Knowledge of the subject being instructed.
7. Ability to "field" questions as they arise.
8. Ability to create and use teaching aids.
9. Able to set a good example for others.
10. Be neat in appearance and conduct the class in a businesslike manner.
11. Be able to put the class at ease and be fair with those being taught.
12. Be able to keep the class on schedule - start and finish on time.
13. Be a good organizer.
14. Have everything planned in advance when conducting a class.
15. Be able to grade and evaluate each student.
16. Be able and willing to help those who are falling behind in their work.
17. Be able to control large groups of students.
18. Expect and be able to accept constructive criticism.
19. Be pleasant and able to smile.
20. Able to instruct without the use of unacceptable language or jokes.
21. THINK - before speaking.

# POINTS FOR INSTRUCTORS
## (CHECKLIST)

1. Check room for ventilation, lighting, seating, etc.
2. Check ALL equipment and have it ready.
3. Introduce yourself to the class and have them introduce themselves.
4. Make objectives clear before each session.
5. Use lesson plan and follow manual.
6. Always use visual aids at PROPER TIME.
7. Vary methods of presentation -- including student participation. QUESTION FIRST, then repeat answer. Have students RAISE HAND to ask question and YOU repeat question.
8. Introduce each new session and its importance.
9. Refrain from using sarcasm or profanity.
10. Never use words or terminology not easily understood by all.
11. Cover material each session -- personal experiences, etc.
12. Be sure to SUMMARIZE high point of each session.
13. Be sure assignments are clear and understood.
14. Use VERBAL questions to test your own ability as an instructor.
15. Keep meeting place orderly, neat, and clean.
16. START ON TIME -- DISMISS ON TIME.
17. Know students by name (name cards).
18. Never show favoritism.
19. Insist on order in the classroom.
20. Be sure all students can see visual aids.
21. Be sure all handout material is ready in advance for each class.
22. Use pretest and unit tests to evaluate your student's level of understanding.

# LESSON PLANNING AND TEACHING TECHNIQUES

## LESSON PLANNING

What to teach is one of the first problems which confront a new instructor. Instructors of trade and technical classes, such as bus driving, choose the content for their teaching from an analysis of their occupation. This must be organized into lessons and listed in the proper instructional sequence.

Example: A. Game plan for a coach
B. Shopping list for a housewife

The beginning instructor is also confronted with trying to determine how much to include in each lesson and how to present the material effectively. A lesson is not a period of time; it is a body of instruction. Although there is a limit to the time an instructor can maintain interest in a lesson, this amount of time varies according to the purpose of the lesson and the amount and kinds of student participation connected with the lesson.

Unfortunately, the instructor often must consider the time factor when actually presenting the lesson. The lesson should be planned in its complete form; and changes, due to a lack of time, can be made while the lesson is being presented. If possible, the instructor should plan to allow enough time to complete a lesson in its entirety when presenting it.

The lesson, as a complete unit of instruction, should be selected in terms of the following factors:

1. What are the objectives of the lesson? Remember that the lesson is designed to help students learn. The objectives should, therefore, be planned around student achievement.
2. Does the lesson meet the needs of the students? Instruction should be student-centered. What is taught is of value only if it contributes it makes to the development of the student.
3. Does the lesson deal with only one major topic or job? It is important that the student not be confused with too many topics or ideas presented at one time.
4. Does the lesson contain new ideas or procedures? If there are no new elements, the lesson should be treated as a review lesson. If there are more than six or seven new elements to be added, the lesson may have to be divided into several lessons.

5. Is the lesson based on previous information? Unless the lesson starts a new unit of work, the lesson should have some connection with previous information.
6. Does the lesson lead into more advanced work? Unless the lesson is the last one in a unit of work, it should be planned to be followed by additional information.
7. Is the lesson too short? If the lesson does not contain enough material to warrant giving a test on the information presented, it may not be a lesson as such, but merely a bit of information. It may be desirable to combine several small lessons into a larger unit of instruction.
8. Is the lesson too long? A lesson should be complete enough to warrant the planning and effort required. Any time the lesson rambles or pursues uncertain goals, it should be terminated so that valuable time can be used in other activities. The students' attention span must also be considered.

## THE FOUR-STEP PLAN

The four-step method of instruction is a natural procedure applicable to any instructional situation. It will fit teaching situations in any industry, in any area, or at any level. It seems basically logical to proceed by first getting the attention and interest of the individual; when this is accomplished, present the information to be learned. Then, give the student a chance to practice the material to be learned and, finally, determine that the student has actually learned it. The four-step plan is as simple as that.

### STEP 1. INTRODUCTION

The first step of the instructional process should result in the arrangement of the ideas and experiences to be taught. No new knowledge is added. The instructor is interested in developing a basis upon which the instruction can rest. It is also essential that the introduction step be designed to focus the interest of the student on the lesson to be learned and to provide a motive and enthusiasm for learning. These steps must all be thorough and complete if the new instruction is to have effective reception.

### STEP 2. PRESENTATION

The objective of the second step of the instructional process is to impart the new knowledge or skills to the student. This step must be related to known ideas and experiences. The instructor's problem is to arrange the material to be taught in effective order, placing emphasis on the most essential aspects.

## STEP 3. APPLICATION

The third step of the instructional process affords the student the opportunity to put to use the information prepared for and presented in the previous steps. It should disclose the student's grasp of the details of the new subject matter and ability to progress.

## STEP 4. TEST

The last step of the instructional process may be regarded as the final inspection of the student's accomplishment. The instructor is concerned with determining the present abilities of the student and readiness to move on to a new phase of the instruction. Whether the instructor gives an oral test, a written test, or a performance test, the student must know the nature and extent of his or her successes or failures.

## TEACHING TECHNIQUES

I. Create a positive teaching environment.
  1. Classroom conditions
  2. Breaks
  3. Time schedules
  4. You are a time manager.

II. Motivate students to learn.
  1. Student accomplishment
  2. Failure discourages learning.
  3. Student embarrassment
  4. Nonverbal communication - identification
  5. Provide a variety of learning experiences

III. Provide learning resources.
  1. Establish a classroom library.
  2. Establish the use of shop facilities.

IV. Guide students in the subject matter.
  1. Budget class time wisely to benefit student learning.
  2. The instructor is a learning manager.
  3. Each student is a unique individual; recognize his or her needs.

## CREATE A POSITIVE TEACHING ENVIRONMENT

What is the nature of teaching?

1. Create a positive learning environment.
2. Motivate students to learn.
3. Provide learning resources.
4. Guide students in subject matter.

The best learning occurs when students are actively involved - not just sitting passively while the instructor "pours" in knowledge. Creating the conditions under which students can actively engage in learning is, therefore, the major teaching objective.

Let's talk about the creation of a positive learning environment.

The most fundamental responsibility of the instructor is to ensure that the conditions of the classroom are such that students can work without distractions. Obviously, students can be expected to learn well only in a classroom that has proper lighting and a comfortable atmosphere.

To see that these basic conditions exist is the responsibility of the instructor. Furthermore, distractions of all kinds must be kept to a minimum and students must have the necessary furniture and materials to enable them to accomplish their work.

Another environmental consideration is the classroom routine - it must minimize distractions. Students should not be allowed to make a habit of coming in late or taking 30-minute coffee breaks.

Classroom requirements and schedules should be established at the beginning of the course and should be enforced in a reasonable and friendly manner. Once wasteful practices are allowed to start, they are hard to stop.

In short, you will not only be the "instructor" but a time and materials manager. Because managing the conditions of the classroom is somewhat routine, an instructor may tend to overlook such responsibilities. However, classroom management is an important part of the job and is essential to the learning process.

One factor that you may not be able to control is classroom size. The ideal class size is about 24 to 30 students. It is absolutely essential that you speak clearly and modulate your voice volume to meet class needs. You must also be able to read aloud and with authority, using good voice inflection to emphasize important topics.

## MOTIVATE STUDENTS TO LEARN

In driver training classes student motivation plays a major role in the learning process. If the student can see no real need for learning the material in a lesson, he or she will probably not learn it well; therefore, your major objective is to have a thorough understanding and knowledge of the material being presented.

Fortunately, in driver training classes, motivation is often not a problem, since the students can see a direct relationship between the material they learn in class and the work they will be doing on the job. However, there will inevitably be some materials that students will not see any reason for learning. If this occurs, you should take the time to explain why knowledge of such material will be useful in the future; student learning will then be much more effective.

Another way in which you can motivate students is by making learning an enjoyable experience. Learning is often hard work, and it should therefore be made as pleasant and as enjoyable as possible. Here are some ways that you can make learning a more enjoyable experience for your students:

1. Students should be provided opportunities to have as many successful learning experiences as possible. When a student learns to use a new skill successfully or to apply a bit of new knowledge, a feeling of accomplishment is gained, which in turn encourages further study.

2. Just as success encourages learning, failures tend to discourage learning. You should control the teaching situation to the extent that students are not faced with continual failures.

3. Explain open book approach to the teaching process.

4. Everyone has a need for recognition and self-esteem. Therefore, if students are placed in situations where they fail in front of their fellow students, learning becomes a decidedly unpleasant experience. While students can be expected to

achieve high standards as set by you, they need not be subjected to unnecessary failures or embarrassment, because the net result will be a decrease in learning efficiency.

Another factor that must be considered is your style of instruction. For the most part, your own personality will have a great effect on your style of instruction. A comparative example of instructor styles would be the extroverted individual versus the introverted individual. Generally speaking, the extroverted individual will have a more outgoing and direct approach, whereas the introvert will be more passive. Regardless of which characteristic you possess, both types of individual personalities are effective.

5. Another effective way to make learning enjoyable is to provide a variety of learning experiences so that students may have a change of pace. All teachers agree that the lecture method of teaching is probably the least efficient; yet in most classrooms lecturing is the principal method of instruction. Because real learning requires the student to apply newly acquired knowledge, the more ways used to involve students, the more effective the learning process will be. In addition to lecture, students should be provided such experiences as field trips, guest speakers, a role-playing situation, and media presentations.

## PROVIDE LEARNING RESOURCES

By being a skilled bus driver, you are one of the most important sources of information for the students. However, no one can be an expert in every phase of an occupation. Furthermore, an instructor cannot spend time with each student every time information is needed. Therefore, another one of the responsibilities is to see that the students have all the necessary resources that are required for learning. In driver training classes the resources should include CCR 5 and CCR 13, the California Vehicle Code, Guidelines for Bus Evacuation, The Passenger Transportation Safety Handbook 82.7, and other items. You are the manager and coordinator of all the learning resources that students need. Some of these resources may be kept in the classroom and some can be kept in the transportation shop or media center so that full-time staff members can make them available to you as needed.

## GUIDE STUDENTS IN THE SUBJECT MATTER

A big part of the job will be providing students with guidance and direction in their learning. This involves analyzing and defining everything that the students should comprehend about driving the bus and then budgeting the class time available so that the student spends the necessary amount of time on each subject. A course outline that is reviewed and revised periodically is an effective method for planning and organizing the sequence of instruction as well as keeping material current.

You, as an instructor, will serve best as a learning manager, not just as a fountain of wisdom and knowledge. The teaching job involves managing the entire learning process; this simply means managing the conditions of the classroom and the attitude of the students as well as your own attitude. You must be able to apply as well as receive constructive criticism. You are responsible for the sources of information and the material to be learned in a way that will ensure the most effective learning by the students. Your conduct as a learning manager will determine whether students get the most out of a class or simply waste their time.

A little knowledge and background about each student will play an important role in the learning process. We must find out as much as feasible about each student so as to guide learning in the best direction and at the best rate for the individual. Some students may not have completed high school, while others have completed as much as four years of college. Also, some students may have had considerable training in specialized classes that closely relate to what you are teaching. On the other hand, some will have had no training in any of these areas and will be completely green.

As with any group, all types of personalities are found in driver training classes. Some will be extremely eager to learn - all you will have to do is give them material and provide a little guidance. However, some students may not be as eager to learn - this will be a challenge for you. You must be a super salesperson, but above all you must have the desire to teach.

STATE OF CALIFORNIA

BUS DRIVER INSTRUCTOR TRAINING COURSE

**CLASS NO.**___________ **CLASSROOM CRITIQUE** **DATE**________________

______________________ Instructor

______________________ Subject Matter

Rating: Excellent_____ Good _____ Fair _____ Poor _____

Overall Rating Satisfactory _____ Unsatisfactory _____

Rating: Excellent_____ Good _____ Fair _____ Poor _____

**A. Communication Skills:**

1. Eye-to-Eye Contact
2. Verbal Skills
3. Nonverbal Skills
4. Visual Aids

**B. Lesson Plan:**

Step 1 - Lead in

Step 2 - Presentation

**C. Comments:**

Time: _______________ Signature ______________________

ITP-R11-3/90

## SPECIALIZED VEHICLE DRIVER TRAINING COURSES
## (CALIFORNIA EDUCATION CODE)

| **Section** | |
|---|---|
| **40080** | Training required for specified endorsements or certificates. |
| **40081** | Development or approval of training courses; instructional personnel. |
| **40082** | School buses; minimum coursework for driver certification; instructors. |
| **40083** | School activity buses or transit buses; minimum coursework for driver certification; instructors. |
| **40084** | Farm labor vehicles; minimum coursework for driver certification; instructors. |
| **40084.5** | Behind-the-wheel training; instructors and trainers. |
| **40085** | School bus and school pupil activity bus drivers; renewal training requirements; failure to complete required training. |
| **40085.5** | Transit bus drivers; renewal training requirements; failure to complete required training. |
| **40086** | Farm labor vehicle drivers; renewal training requirements; failure to complete required training. |
| **40087** | Documentation of driver training. |
| **40088** | Instructor certification courses; applicant qualifications; duration of certificate; suspensions, revocation or cancellation of instructor certificate. |
| **40089** | Minimum hours of instruction to be conducted; limitations relating to type of instruction; documentation of instructor training. |

### 40081. Development or approval of training courses; instructional personnel

(a) The Department of Education shall develop or approve courses for training school pupil activity bus (SPAB), transit bus, school bus, and farm labor vehicle drivers that will provide them with the skills and knowledge necessary to prepare them for certification pursuant to Sections 12517, 12519, and 12804.6 of the Vehicle Code. The Department shall seek the advice and assistance of the Department of Motor Vehicles and the Department of the California Highway Patrol in developing or approving those courses.

(b) Except as provided in subdivision (d), the Department shall train or approve the necessary instructional personnel to conduct the driver training courses. For all school bus and school pupil activity bus (SPAB) driver instructor training, the Department shall provide for and approve the course outline and lesson plans used in the course. For transit bus and farm labor vehicle driver training, the Department shall approve the course outline and lesson plans used in the course.

(c) Except as provided in subdivision (d), all courses of study and training activities required by this article shall be approved by the Department and given by, or in the presence of, an instructor in possession of a valid school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate of the appropriate class.

(d) As an alternative, instructors who have received a certificate from the Transportation Safety Institute of the United States Department of Transportation indicating that they have completed the Mass Transit Instructor Orientation and Training (Train-the-Trainer) course may train transit bus drivers in order to meet the requirements for certification pursuant to Section 12804.6 of the Vehicle Code.

### 40082. School buses; minimum coursework for driver certification; instructors

(a) An original applicant for a certificate to drive a school bus, as defined by Section 545 of the Vehicle Code, shall have successfully completed a minimum 40-hour course of instruction. The course shall include at least 20 hours of classroom instruction in, but not limited to, all units of the Instructor's Manual for California's Bus Driver's Training Course. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class. The course shall also include at least 20 hours of applicant behind-the-wheel training in all sections of the Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course. Applicant behind-the-wheel training shall include driving vehicles comparable to those vehicles that will be driven by the applicant to transport pupils. All behind-the-wheel training shall be given by a state-certified instructor of the appropriate class or the delegated behind-the-wheel trainer as designated pursuant to Section 40084.5.

(b) Except as provided in subdivision (c), a driver who is holding a driver certificate described in Section 40083, and is seeking a school bus certificate of the appropriate class, shall have successfully completed a minimum of five hours of classroom instruction, including, but not limited to, school bus laws and regulations, defensive driving, student loading and unloading, and the exceptional child. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class. The driver shall also complete at least three hours of behind-the-wheel training in defensive driving practices, lane control, railroad grade crossing procedures, and student loading and unloading.

### 40083. School activity buses or transit buses; minimum coursework for driver certification; instructors

An original applicant for a certificate to drive any bus defined by Section 546 or 642 of the Vehicle Code shall have successfully completed a minimum 35-hour course of instruction. The course shall include at least 15 hours of classroom instruction, including, but not limited to, all units of the Instructor's Manual for California's Bus Driver's Training Course, or other classroom curricula which the Department has certified meets or exceeds the standards in its curricula. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class, except that an instructor who has received a certificate as described in subdivision (d) of Section 40081 may provide the training for an original applicant for a certificate to drive a bus defined by Section 642 of the Vehicle Code. The course shall also include at least 20 hours of applicant behind-the-wheel training in all sections of the Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course or at least 20 hours of other behind-the-wheel training or driving experience which the Department has certified meets or exceeds the standards of its training course. Applicant behind-the-wheel training shall include driving vehicles comparable to those vehicles that will be used to transport passengers. All behind-the-wheel training for a certificate to drive a bus defined by Section 546 of the Vehicle Code shall be given by a state-certified instructor of the appropriate class or the delegated behind-the-wheel trainer as designated pursuant to Section 40084.5. All behind-the-wheel training for a certificate to drive a bus defined by Section 642 of the Vehicle Code shall be given by a state-certified instructor of the appropriate class or the delegated behind-the-wheel trainer as designated pursuant to Section 40084.5, or the delegated behind-the-wheel trainer as designated by the instructor certified pursuant to subdivision (d) of Section 40081.

### 40084. Farm labor vehicles; minimum coursework for driver certification; instructors

An original applicant for a certificate to drive a farm labor vehicle shall have successfully completed a minimum 20-hour course of instruction. The course shall include at least 10 hours of classroom instruction, including, but not limited to, all units of the Instructor's Manual for

California's Bus Driver's Training Course. All classroom instruction shall be given by, or in the presence of, a state-certified instructor of the appropriate class.

The course shall also include at least 10 hours of applicant behind-the-wheel training in all sections of the Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course. Applicant behind-the-wheel training shall include driving vehicles comparable to those that will be driven by the applicant to transport farm passengers. All behind-the-wheel training shall be given by a state-certified instructor of the appropriate class or the delegated behind-the-wheel trainer as designated pursuant to Section 40084.5

### 40084.5 Behind-the-wheel training; instructors and trainers

(a) All behind-the-wheel training required to obtain certificates pursuant to Sections 12517 and 12519 of the Vehicle Code shall be performed by an instructor certified by the Department or by a delegated behind-the-wheel trainer, as designated by a state-certified instructor.

(b) A delegated behind-the-wheel trainer is someone who is selected and trained to assist in the behind-the-wheel training of drivers. The minimum standards for selection are as follows:

(1) One year experience as a driver of the appropriate type and size vehicle immediately preceding the date of selection as a delegated behind-the-wheel trainer.

(2) Possession of the appropriate license, certificates, and endorsements needed to drive and train in a particular type and size vehicle.

(3) A high school diploma or general education development equivalent.

(4) A driving record with no chargeable accidents within the past three years immediately preceding the date of selection.

(5) Successful completion of all training in the latest edition of the Instructor's Behind-the-Wheel Training Guide for California's Bus Driver's Training Course.

(6) Possession of the same basic knowledge and skills as a state-certified instructor.

(7) Successful completion of a written assessment test on current laws, regulations, and policies given by a state-certified instructor of the appropriate class.

(8) Successful completion of a driving performance test on all phases of behind-the-wheel and vehicle inspection training. The test shall be given by a state-certified instructor of the appropriate class.

(c) The state-certified instructor shall train and verify the competence of each delegated behind-the-wheel trainer to be utilized in training. This verification shall be documented and placed in the delegated behind-the-wheel trainer's file and a copy sent to the Department.

### 40085. School bus and school pupil activity bus drivers; renewal training requirements; failure to complete required training

Applicants seeking to renew a certificate to drive a school bus as defined in Section 545 of the Vehicle Code or a school pupil activity bus as defined in Section 546 of the Vehicle Code shall have successfully completed at least 10 hours of original or renewal classroom instruction, or behind-the-wheel or in-service training during each 12 months of certificate validity. In-service training credit may be given by a state-certified driver instructor of the appropriate class to an applicant for attending or participating in appropriate driver training workshops, driver safety meetings, driver safety conferences, and other activities directly related to passenger safety and driver training. During the last 12 months of the special driver certificate validity, the 10 hours required shall consist of classroom instruction covering, but not limited to, current laws and regulations, defensive driving, accident prevention, emergency procedures, and passenger loading and unloading. Failure to successfully complete the required training during any 12-month period of certificate validity is cause for the Department of Motor Vehicles to cancel the bus driver certificate. All training required by Section 40089 may be accepted in lieu of the requirements of this section.

### 40085.5 Transit bus drivers; renewal training requirements; failure to complete required training

Applicants seeking to renew a certificate to drive a transit bus as defined in Section 642 of the Vehicle Code shall have successfully completed at least eight hours of original or renewal classroom instruction, or behind-the-wheel or in-service training during each 12 months of certificate validity. In-service training credit may be given by a state-certified driver instructor of the appropriate class, or an instructor certified pursuant to subdivision (d) of Section 40081, to an applicant for attending or participating in appropriate driver training workshops, driver safety meetings, driver safety conferences, and other activities directly related to passenger safety and driver training. During the last 12 months of the validity of the certificate, the eight hours required shall consist of classroom instruction covering, but not limited to, current laws and regulations, defensive driving, accident prevention, emergency procedures, and passenger loading and unloading. Failure to successfully complete the required training during any 12-month period of certificate validity is cause for the Department of Motor Vehicles to cancel the bus driver certificate. All training required by Section 40089 may be accepted in lieu of the requirements of this section.

### 40086. Farm labor vehicle drivers; renewal training requirements; failure to complete required training

Applicants seeking to renew a certificate to drive a farm labor vehicle shall have successfully completed two hours of classroom instruction for each 12 months of certificate validity covering, but not limited to, current laws and regulations, accident prevention, and defensive driving. Failure to successfully complete the required training during 12-month period of certificate validity is cause for the Department of Motor Vehicles to cancel the farm labor vehicle driver license or certificate. All training required in Section 40089 may be accepted in lieu of the requirements of this section.

### 40087. Documentation of driver training

(a) Except as provided in subdivision (b), driver training required by this article shall be properly documented on the State Department of Education Training Certificate T-01, and signed by a state-certified school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor of the appropriate class, and by the driver or applicant. The signatures certify that the instruction was given to, and received by, the applicant or driver, and that the applicant or driver displayed a level of competency necessary to drive the vehicle in a safe and

**competent manner. The applicant or driver shall present the completed State Department of Education Training Certificate T-01, to the examining state agency when applying for a certificate or for renewal of a certificate.**

**(b) Driver training provided by an instructor certified pursuant to subdivision (d) of Section 40081 shall be documented on a form developed by the Department of Motor Vehicles, with the consultation of the Department. The form shall be signed by the instructor and by the applicant or driver. The signatures certify that the instruction was given to, and received by, the applicant or driver, and that the applicant or driver displayed a level of competency necessary to drive the vehicle in a safe and competent manner. The applicant or driver shall present the completed form to the Department of Motor Vehicles when applying for a certificate or for renewal of a certificate.**

### 40088. Instructor certification courses; applicant qualifications; duration of certificate; suspension, revocation or cancellation of instructor certificate

(a) An applicant for a school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate shall successfully complete the appropriate instructor course given or approved by the Department.

(b) An applicant for the course shall possess:

(1) A valid driver's license and endorsement valid for driving the vehicles for which the driver instructor rating is sought.

(2) A certificate valid for driving the vehicles for which the driver instructor rating is sought.

(3) Five years of experience as a driver in the appropriate vehicle category, or two years experience of that driving experience and three years equivalent experience driving vehicles that require a class A or B driver's license.

(4) A high school diploma or General Education Development (GED) equivalent.

(5) A driving record with no chargeable accidents within the past three years preceding the date of application for the instructor certificate.

The Department may waive any or all of the requirements of this subdivision as it determines is necessary to ensure that there are an adequate number of state-certified instructors in the state.

(c) (1) A state-certified school bus driver instructor of the appropriate class may instruct all applicants for a school bus, school pupil activity bus (SPAB), transit bus, or farm labor vehicle driver's certificate.

(2) A state-certified school pupil activity bus (SPAB) driver instructor of the appropriate class may instruct all applicants for a school pupil activity bus (SPAB), transit bus, or farm labor vehicle driver's certificate, but not a school bus certificate.

(3) A state-certified transit bus instructor of the appropriate class may instruct all applicants for a transit bus or farm labor driver's certificate, but not a school pupil activity bus (SPAB) or a school bus certificate.

(4) A state-certified farm labor vehicle driver instructor may instruct applicants only for a certificate to drive a farm labor vehicle.

(d) A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor certificate shall be valid until suspended, revoked, or canceled if it is accompanied by a valid driver's license and a special driver's certificate of the appropriate class or is limited to classroom or in-service training only.

(e) The Department may suspend or revoke a school pupil activity bus (SPAB), transit bus, school bus or farm labor driver instructor certificate for any of the following causes:

(1) The certificate holder falsified a State Department of Education Training Certificate.

(2) The certificate holder's driving privilege has been suspended or revoked.

(3) The certificate holder has committed an act listed in Section 1208 of Title 13 of the California Code of Regulations.

(f) The Department may cancel the driver instructor certificate for any of the following causes:

(1) The certificate holder has voluntarily requested cancellation.

(2) The certificate holder has his or her driving privilege suspended or revoked.

(3) The certificate holder has failed to meet the provisions required for retention of the driver instructor certificate. This includes failure to meet the instructor training requirements prescribed by Section 40089.

(4) The certificate holder does not possess a valid driver's license or special driver's certificate of the appropriate class.

(g) The Department of Motor Vehicles may disallow the driver training documentation provided pursuant to Section 40087 signed by any driver instructor certified pursuant to subdivision (d) of Section 40081 if the Department finds that the instructor's certificate would have been suspended, revoked, or canceled for any of the reasons designated in subdivisions (e) and (f).

## 40089. Minimum hours of instruction to be conducted; limitations relating to type of instruction; documentation of instructor training

(a) A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor with no instructional limitations shall conduct at least 20 hours of instruction each 12 months that includes at least 10 hours of behind-the-wheel and 10 hours of classroom training, which need not be given in a single session. A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor limited to either classroom of behind-the-wheel training only shall conduct at least 10 hours of instruction each 12 months that includes at least 10 hours of behind-the-wheel or classroom training depending on the limitation. The training need not be given in a single session. A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor limited to in-service training only shall conduct at least 10 hours of in-service training each 12 months. All school pupil activity bus (SPAB), transit bus, school bus, and farm labor vehicle driver instructor training conducted by Department staff may be accepted in lieu of the requirements of this subdivision.

(b) A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor may be limited to classroom instruction, behind-the-wheel training or in-service training only, as determined by the Department.

(c) A school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor shall be limited to behind-the-wheel instruction in vehicles that the instructor is qualified to drive.

(d) All school pupil activity bus (SPAB), transit bus, school bus, or farm labor vehicle driver instructor training required by subdivision (a) shall be properly documented on a State Department of Education Training Certificate T-01, and signed by the state-certified instructor at the end of the 12-month training period. The signature certifies that the required instruction was conducted during the 12-month training period. Upon renewal of the instructor driver's certificate, the completed instructor driver's training record, recorded on the State Department of Education Training Certificate, shall be submitted to the Department in Sacramento.

# SPECIAL EDUCATION SUPPLEMENT

When the assessment team, through the IEP process, determines that a pupil needs transportation as a related service, and has characteristics which could require care or intervention which would exceed that required for a nonhandicapped student or requires the use of adaptive or assistive equipment, then a transportation staff member shall be invited to be a participant of the assessment process as a resource person.

This transportation person can serve two major functions on the assessment team regarding the transportation environment. The primary function would be to educate the assessment team regarding the transportation environment. This may include the types of vehicles the pupil could be assigned to ride, the probable length of ride, changing of temperature conditions in the vehicle, such as changes in temperature when the lift door is open, the type of occupant securement, emergency communication system, the degree of training and skills of the driver and whether an attendant can be assigned. The second function would be to gather information regarding the pupil's expected transportation needs that would better enable the transportation team the ability to plan more efficient transportation.

Once the assessment team has determined the need for transportation as a related service and that the pupil will need special care or intervention during transportation, the team must address when the pupil can be safely transported in this environment, does the pupil have medical, health, physical or behavioral concerns that would expose the pupil to undue risks. Also, the team must determine if the pupil has assistive devices or equipment, can these devices be safely secured and transported, and does the transportation staff have the professional expertise and skills to make correct decisions for the pupil. The assessment team must also determine if the driver by observation can monitor the pupil or whether it is necessary to have an assistant on board.

If the assessment team has determined that transportation will be part of the IEP, then a transportation staff member shall be invited as a participant for the IEP.

By law this committee must consider several issues related to the pupil's transportation needs. Can the pupil utilize regular transportation and, if not, what type of specialized transportation is required.

In addition to the above considerations, it is often necessary to consider alternative transportation options. These may include but not be limited to a parent or relative providing transportation, public or private transportation, or a change of program placement which would eliminate the necessity to provide transportation.

The IEP establishes a written statement of the pupil's educational rights, and any deviation from conditions in the plan without having reconvened an IEP to change the plan would most likely be considered a violation of the pupil's rights. As this relates to transportation, the law should only state that there is a requirement for transportation without spelling out all the detail of the delivery service. Items such as the make of vehicle, size of vehicle, routing and riding time should not be part of the plan and should be left to the discretion of the transportation administrator.

While participating in an IEP, the transportation staff member should be particularly vigilant so as to challenge transportation requirements that would be impossible to provide, such as maximum riding time of 30 minutes when the pupil lives 45 minutes from school, or if the ride is unsafe.

Many times school administrators who make program decisions for special education pupils are frequently unfamiliar with transportation capabilities and limits. Those people need extra training in the following areas: the types of vehicles used, types of equipment and securement systems, knowledge of state and local transportation policies and procedures, a general knowledge of the training and skill levels available within the transportation staff. The school administrators also must have general knowledge concerning transportation regulations that would help determine if transportation is a related service or what types of alternative transportation are available.

As a driver of special needs passengers, it is imperative that special training components be introduced to each driver. The driver must be understanding of the handicapping conditions and the process of confidentiality of the pupil information. Also there are legal issues, administrative rules and local policies that must be learned in addition to regular laws and regulations. There are special loading/unloading procedures; is it door to door or curb pickup; what are the evacuation procedures and how to lift the pupil. The driver must have skills in observing for evidence of neglect and abuse and have the ability to communicate both with the parent or guardians and the educational staff. When transporting special needs passengers, the driver must be prepared to handle many situations such as medical emergencies, no adult at home, and inclement weather. Many times these pupils have behavior patterns that the driver must be prepared to adjust to: when to discipline; how to discipline; and to whom to report these incidents.

The special adaptive equipment on buses requires that the driver understand how the wheelchair lifts and ramps operate, how the emergency exits including the windows and roof hatches work, is there a special fire suppressor system, how does the power shutoff work, and how are the adaptive and assistive devices secured in the bus. The driver must be trained to know what type of mobility devices are accepted and how the harnesses and securement belts work.

Additionally, transportation staff may be exposed to infections or communicable diseases which could be debilitating. Training regarding medical/health issues can be reasonably divided into two categories: precautionary handling and care and intervention.

Precautionary handling must be accomplished by all transportation staff. All involved should be trained in "universal precautions" relative to the handling of special needs passengers and exposure to contagious and communicable disease, including available immunizations.

Care, intervention and management techniques are very necessary. Medically fragile, technology dependent, and highly disruptive pupils require specific care and intervention. Proficiency in basic first-aid and cardiopulmonary resuscitation provides adequate training to care for most health concerns during transportation.

The driver of special needs passengers must be aware of the necessity to have confidentiality. Information provided to transportation staff to assist in the orderly and safe transportation of a pupil, including the handicapping condition, medical/health issues, or other personal characteristics or information, is protected by the provisions of the Family Education Rights and Privacy Act, and transportation staff shall be trained regarding confidentiality requirements.

To guarantee a uniform and safe delivery of transportation service and to provide consistent directions to the staff, the transportation office must have written policy and procedure directives.

The transportation policies must include how to control the pupil's medicine between home and school, handling pupil suspension, physical intervention, authority to use special harnesses and belts, policies regarding early school closures due to inclement weather and other emergencies.

**The driver must know what to do when the pupil must be accompanied and no one is at home to receive the pupil, how to judge if special equipment is designed to be safely transported. Each operation must have policies on where each pupil is to be loaded and unloaded and the availability of alternative locations. In addition, each driver must know how to control and manage confidential information.**

**All of these policies should be in writing and formally approved by the appropriate education authority. Procedures should be included establishing time lines for periodic review and revisions.**

## POLICY STATEMENT FOR SPECIAL EDUCATION

TOPIC: Procedural Safeguards; Suspension and Expulsion

QUESTION: May a local school district suspend or expel an individual with exceptional needs for misconduct for which a nonhandicapped student could be suspended or expelled when such misconduct is not a manifestation of the student's handicap?

ANSWER:

Suspension:
The procedures are essentially the same for both individuals with exceptional needs and nonhandicapped students.

Expulsion:
If it is determined by the Individualized Education Program Team that there is no causal relationship between the pupil's misconduct and his or her handicap, that the pupil was appropriately placed, and that the pupil understands the difference between right and wrong, then the pupil may be appropriately referred to the disciplinary procedures established pursuant to Education Code Sections 48900-48923.

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## MEDIA SUPPLEMENT

## (REGULAR TRANSPORTATION)

| UNIT LESSON APPLICATION | SUBJECT | CONTENTS | TIME |
|---|---|---|---|
| UNIT 12 | ATTITUDE FACTOR | Illustrates how the bus driver's bad attitude can cause an accident. | 24 minutes |
| UNIT 3, 6 | FATAL STOP | Points out how not feeling well and being pressured can cause oversights in pretrip inspection resulting in accidents. | 25 minutes |
| UNIT 6 | ON THE ROAD IN THE CITY | Shows the many pitfalls of driving in unfamiliar territory. | 25 minutes |
| UNIT 10 | ON THE ROAD IN THE COUNTRY | Shows the many pitfalls of driving in unfamiliar territory. | 25 minutes |
| UNIT 9 | THE CURE FOR CONFLICT | Points to what causes student management problems and leads the driver to probable solutions. | 32 minutes |
| UNIT 5 | SCHOOL BUS DRIVING, Part 1 and Part 2 | A lead in and support to behind-the-wheel training methods. | 10 minutes each |
| UNIT 12 | TRAINING THE SCHOOL BUS DRIVER | A "PR" film to give a layperson some insight into how and why training is essential and the positive aspects of being a school bus driver. | 24 minutes |
| UNIT 9 | RIDE A MILE IN MY SEAT | Exposes a different point of view for the student as it relates to the driver's responsibility. (For student passengers) | 25 minutes |
| UNIT 8 | SCHOOL BUS EVACUATION FOR STUDENTS | Shows use of some equipment and points out the need for orderliness and cooperation with student leaders. | 9 minutes |
| UNIT 8 | SCHOOL BUS AND EVACUATION PROCEDURES | Shows how to use some emergency equipment and the importance of how to organize evacuation drills. (For drivers) | 13 minutes |
| UNIT 9 | BUS TRIPPING AS AN ELEMENTARY PASSENGER | Stresses the importance of good behavior so as not to distract the driver. | 11 minutes |
| UNIT 4 | POWER TRAIN | Animated explanation of the elements of the drive train and their relationships to each other. | 13 minutes |

| | | | |
|---|---|---|---|
| UNIT 5 | NIGHT DRIVING | The loss of light makes night driving much more dangerous. In the distance you see only lights, reflections, and shadows. Impaired drivers are out in greatest number at night. At night a driver must know how to make the most of what little light is available. | 15 minutes |
| UNIT 4, 5 | WHO CARES | Is designed to create an awareness in the the viewer that he/she does have the ability to conserve fuel while driving a school bus. It is his/her decision whether or not to drive efficiently. Who Cares? provides the viewer with many techniques for reducing fuel consumption and motivates him/her to use them. | 21 minutes |

## (SPECIAL NEEDS TRANSPORTATION)

| | | | |
|---|---|---|---|
| UNIT 11 | IT CAN HAPPEN | Evacuation of individuals with special needs from school buses. Drivers will understand the importance of emergency planning, training and practice. | 25 minutes |
| UNIT 11 | LIFELINE TO LEARNING | Stresses special qualities needed as a bus driver to deal with the handicapped, their parents, and teachers. (Companion film to Transporting the Handicapped) (Special Education) | 27 minutes |
| UNIT 9, 11 | PROBLEMS IN TRANSPORTING HANDICAPPED | Deals with more serious medical and behavioral problems of special education students. (Companion film to Lifeline to Learning) (Special Education) | 27 minutes |
| UNIT 9, 11 | THE BEHAVIOR FACTOR | Shows some positive points in dealing with aggressive behavior in special education students. | 24 minutes |

Instructors seeking to borrow the films or videos are encouraged to contact their local county office of education, audiovisual or media centers. Forty-eight of California's fifty-eight counties are listed below:

| LOCATION | CONTACT PERSON |
|---|---|
| ALAMEDA COUNTY OFFICE OF EDUCATION<br>313 West Winton Avenue<br>Hayward, CA 94544-1198<br>(415) 887-0152 | Dr. James Fyer, Director |
| ALPINE COUNTY UNIFIED<br>43 Hawkside Drive<br>Markleeville, CA 96120<br>(916) 694-2238 | Jeanne Lane |
| AMADOR COUNTY UNIFIED<br>450 South Mill Street<br>Ione, CA 95640<br>(209) 223-1750 | Mary Morrison |
| BUTTE COUNTY OFFICE OF EDUCATION<br>Instructional Media Center<br>5 County Center Drive<br>Oroville, CA 95965<br>(916) 538-7231 | Tim McClure |
| CALAVERAS COUNTY OFFICE OF EDUCATION<br>373 South Main Street, P.O. Box 760<br>Angels Camp, CA 95221<br>(209) 736-4662 | Thomas Bonynge |
| COLUSA COUNTY OFFICE OF EDUCATION<br>146 Seventh Street<br>Colusa, CA 95932<br>(916) 458-8685 | Caralyn Carter |
| CONTRA COSTA COUNTY OFFICE OF EDUCATION<br>Media Circulation<br>77 Santa Barbara Road<br>Pleasant Hill, CA 94523<br>(415) 944-3312 | Patty Castro |
| DEL NORTE COUNTY OFFICE OF EDUCATION<br>301 West Washington Blvd<br>Crescent City, CA 95531<br>(707) 464-6141 X 255 | Sharon Krause |
| EL DORADO COUNTY OFFICE OF EDUCATION<br>6767 Green Valley Road<br>Placerville, CA 95667<br>(916) 622-7130 X 253 | Juanita Oliver |

| | |
|---|---|
| FRESNO COUNTY DEPARTMENT OF EDUCATION<br>Instructional Media Services<br>2314 Mariposa Street<br>Fresno, CA 93721<br>(209) 488-3293 | Jackie Stotts |
| GLENN COUNTY OFFICE OF EDUCATION<br>525 West Sycamore Street<br>Willows, CA 95988<br>(916) 934-7011 | Virginia Hood |
| HUMBOLDT COUNTY OFFICE OF EDUCATION<br>901 Myrtle Avenue<br>Eureka, CA 95501<br>(707) 445-7072 | Peg Gardner |
| IMPERIAL COUNTY OFFICE OF EDUCATION<br>1398 Sperber Road<br>El Centro, CA 92243<br>(619) 339-6402 | Leticia V. Groom |
| INYO COUNTY SUPERINTENDENT OF SCHOOLS<br>135 South Jackson Street<br>Independence, CA 93526<br>(619) 878-2426 | Sonya Robledo |
| KERN COUNTY SUPERINTENDENT OF SCHOOLS<br>705 South Union Avenue<br>Bakersfield, CA 93307<br>(805) 321-4846 | Glenda Claiborne |
| KINGS COUNTY SUPERINTENDENT OF SCHOOLS<br>1144 West Lacey Blvd.<br>Hanford, CA 93230<br>(209) 584-1441 X 2928 | Lupe Gonzales |
| LAKE COUNTY OFFICE OF EDUCATION<br>1152 South Main Street<br>Lakeport, CA 95485<br>(707) 263-8253 | Elva Keller |
| LASSEN COUNTY SUPERINTENDENT OF SCHOOLS<br>472-613 Johnstonville Road, North<br>Susanville, 96130<br>(916) 257-2196 | Donna Chamberlain |
| LOS ANGELES COUNTY OFFICE OF EDUCATION<br>9300 East Imperial Highway<br>Transportation ECE Room 118<br>Downey, CA 90242<br>(213) 922-6211 | Susan Cowie |

MADERA COUNTY SUPERINTENDENT OF SCHOOLS
Les Schmidt
28123 Avenue 14
Madera, CA 93638
(209) 673-6051 X 263

MARIN COUNTY OFFICE OF EDUCATION
Dolores O'Donohue
11 Las Gallinas Avenue
P.O. Box 4925
San Rafael, CA 94913
(415) 472-4110

MARIPOSA COUNTY DEPARTMENT OF EDUCATION
Ronald Martin
5081 Highway 140
Mariposa, CA 95338
(209) 966-3691

MENDOCINO COUNTY OFFICE OF EDUCATION
Greg Brogdon
2240 Eastside Road
Ukiah, CA 95482
(707) 463-4833

MERCED COUNTY SUPERINTENDENT OF SCHOOLS
Gordon Stallings
632 West 13th Street
Merced, CA 95340
(209) 385-8361

MODOC COUNTY SCHOOLS
Susie Miller
212 West Third Street
Alturas, CA 96101-3913
(916) 233-3939

MONO COUNTY OFFICE OF EDUCATION
Arlene H. Reveal
Corner of Emigrant and School Streets
P.O. Box 398
Bridgeport, CA 93517
(619) 932-7482

MONTEREY COUNTY OFFICE OF EDUCATION
Kathleen J. McGauhey
901 Blanco Street
P.O. Box 80851
Salinas, CA 93912-0851
(408) 755-0388

NAPA COUNTY OFFICE OF EDUCATION
Sue Martin
1015 Kaiser Road
Napa, CA 94558
(707) 253-6877

ORANGE COUNTY DEPARTMENT OF EDUCATION
Arnita Moon
2985 Bear Street
Costa Mesa, CA 92626
(714) 966-4212

| | |
|---|---|
| PLACER COUNTY OFFICE OF EDUCATION<br>C/O Mid-Placer Transportation Agency<br>13020 New Airport Road<br>Auburn, CA 95603<br>(916) 889-8020 | Connie Lentz |
| PLUMAS UNIFIED SCHOOL DISTRICT<br>50 Church Street<br>Quincy, CA 95971<br>(916) 283-2200 X 40 | Lois Black |
| SACRAMENTO COUNTY OFFICE OF EDUCATION<br>9738 Lincoln Village Drive<br>Sacramento, CA 95827<br>(916) 366-2118 | Faye Haynes |
| SAN BERNARDINO COUNTY<br>SUPERINTENDENT OF SCHOOLS<br>144 North Mt. View<br>San Bernardino, CA 92408<br>(714) 387-3156 | Robert E. Bell |
| SAN DIEGO COUNTY OFFICE OF EDUCATION<br>6401 Linda Vista Road, M.S. #209<br>San Diego, CA 92111<br>(619) 292-3725 | Sandra Zevely |
| SAN JOAQUIN COUNTY OFFICE OF EDUCATION<br>2901 Arch Airport Road<br>Stockton, CA 95206<br>(209) 468-4880 | Martha Dean |
| SAN LUIS OBISPO COUNTY<br>SUPERINTENDENT OF SCHOOLS<br>Rancho El Chorro, Highway One<br>San Luis Obispo, CA 93403-8105<br>(805) 543-7732 | Judy Glembotski |
| SAN MATEO COUNTY OFFICE OF EDUCATION<br>333 Main Street<br>Redwood City, CA 94063<br>(415) 363-5467 | Curtis May |
| SANTA BARBARA COUNTY OFFICE OF EDUCATION<br>522 North Salsipuedes Street<br>Santa Barbara, CA 93103<br>(805) 964-4711 | Bettie Day |
| SANTA CLARA COUNTY OFFICE OF EDUCATION<br>Educational Media Center<br>1245 North Fifth Street<br>San Jose, CA 95112<br>(408) 453-6645 | Fred Gomez |

| | |
|---|---|
| SANTA CRUZ COUNTY OFFICE OF EDUCATION<br>809 Bay Avenue, Suite H<br>Capitola, CA 95010<br>(408) 476-7140 X 324 | Maureen Provost |
| SHASTA COUNTY OFFICE OF EDUCATION<br>1644 Magnolia Avenue<br>Redding, CA 96001<br>(916) 244-4600 | Jacquelyn M. Martin |
| SOLANO COUNTY OFFICE OF EDUCATION<br>Instructional Support Service<br>655 Washington Street<br>Fairfield, CA 94533<br>(707) 429-6646 | Dr. Linda Ventriglia |
| SONOMA COUNTY OFFICE OF EDUCATION<br>410 Fiscal Drive, Room 111E<br>Santa Rosa, CA 95403<br>(707) 527-3237 | Vic Abata |
| STANISLAUS COUNTY<br>DEPARTMENT OF EDUCATION<br>801 County Center III Court<br>Modesto, CA 95355<br>(209) 525-4980 | Jim Boardman |
| SUTTER, YUBA, AND COLUSA COUNTIES<br>Tri-County Audio Visual Department<br>146 Garden Highway<br>Yuba City, CA 95991<br>(916) 741-5115 | Carl H. Patton |
| TULARE COUNTY DEPARTMENT OF EDUCATION<br>Educational Resource Center<br>7000 Doe Avenue, Suite A<br>Visalia, CA 93291<br>(209) 651-3031 | James Eby |
| TUOLUMNE COUNTY<br>SUPERINTENDENT OF SCHOOLS<br>175 South Fairview Lane<br>Sonora, CA 95370<br>(209) 533-8710 | Dave Crocker |
| VENTURA COUNTY OFFICE OF EDUCATION<br>535 East Main Street<br>Ventura, CA 93009<br>(805) 388-4221 | Rosemary Matthews |

# SELF ASSESSMENT PLAN

# SCHOOL TRANSPORTATION IMPROVEMENT GUIDE

It should be understood that the development of an economical, efficient school transportation system requires input and guidance from each separate entity within the system.

In determining the strengths and weaknesses of a specific school transportation system, a measurable data instrument must be developed which will more clearly identify areas where improvements are needed.

A guide should be designed so that all individuals who are a part of the system have the opportunity to express their views, at least in the areas in which they are directly involved.

## Step 1 DEVELOPMENT OF GUIDE

Once you have developed the transportation systems guide for your organization, you will have taken the first step toward resolving some of the problems facing your transportation system.

## Step 2 GATHER THE DATA

You are now ready to gather the data from all of the individuals who function within the system. You must encourage all individuals to express their truthful opinions about the system to gain the full value of the guide. It is understood that negative attitudes and personality conflicts of personnel towards the system will be identified. Nevertheless, the objective of this guide is to require all parties to analyze and identify where the greatest degree of improvement is needed. A consensus of all personnel involved will establish the direction that should be taken in the second step toward resolving problems within the system.

## Step 3 IDENTIFY AND DEVELOP PRIORITIES

Now that you have identified the problems, you must set priorities and develop a plan to solve the problems. This particular step is most difficult in that you may discover that you are one of the problems, or maybe it's the district superintendent. Regardless of what is disclosed when the guide is analyzed, it is the consensus of everybody involved and it is documented. This works to your advantage when dealing with superiors or subordinates. You simply show the results of the guide to whomever. Once everybody begins to perceive the total problem on somewhat the same level, you are ready to begin the final step.

## Step 4 IMPLEMENTING THE PROGRAM

The resolution of a problem within a transportation system will normally not occur until the true nature of the problem has been identified by the appropriate individuals. Steps one, two, and three have provided you the necessary direction to follow to identify system problems. You must now develop a plan which will enable your transportation system to grow in a positive productive, manner. Key factors involved are as follows:

1. You must have a positive attitude.
2. A willingness to have an open mind.
3. A willingness to recognize your own limitations.
4. A willingness to delegate responsibility.
5. A willingness to communicate with subordinates or superiors.

# SCHOOL TRANSPORTATION IMPROVEMENT GUIDE

Driver________________________________________ Date____________
Bus Number________________ Bus Type_______________ Capacity________

**NOTE:** Place an X in the box each time operational or management skills could improve.

**1. Brakes**
- Smoothness ☐☐☐☐☐☐☐☐☐☐
- Parking brake ☐☐☐☐☐☐☐☐☐☐
- Spring brake ☐☐☐☐☐☐☐☐☐☐

**2. Backing**
- Mirror Use ☐☐☐☐☐☐☐☐☐☐
- Horn Use ☐☐☐☐☐☐☐☐☐☐
- Safety/Control ☐☐☐☐☐☐☐☐☐☐
- Steering ☐☐☐☐☐☐☐☐☐☐

**3. Engine Control**
- Throttle use ☐☐☐☐☐☐☐☐☐☐
- Gauge use ☐☐☐☐☐☐☐☐☐☐
- Over revving ☐☐☐☐☐☐☐☐☐☐
- Lugging ☐☐☐☐☐☐☐☐☐☐
- Engine brake ☐☐☐☐☐☐☐☐☐☐

**4. Clutch Use**
- Smoothness ☐☐☐☐☐☐☐☐☐☐
- Rides clutch ☐☐☐☐☐☐☐☐☐☐
- Slipping clutch ☐☐☐☐☐☐☐☐☐☐
- Coordination ☐☐☐☐☐☐☐☐☐☐

**5. Transmission Use**
- Shifting up ☐☐☐☐☐☐☐☐☐☐
- Shifting down ☐☐☐☐☐☐☐☐☐☐
- Choice of gears ☐☐☐☐☐☐☐☐☐☐
- Throttle use ☐☐☐☐☐☐☐☐☐☐
- Coordination ☐☐☐☐☐☐☐☐☐☐

**6. Steering**
- Position of hands ☐☐☐☐☐☐☐☐☐☐
- Smoothness ☐☐☐☐☐☐☐☐☐☐
- Over steering ☐☐☐☐☐☐☐☐☐☐

**7. Speed**
- Over limit ☐☐☐☐☐☐☐☐☐☐
- Too slow ☐☐☐☐☐☐☐☐☐☐
- Too fast for condition ☐☐☐☐☐☐☐☐☐☐

**8. Hill Up/Down**
- Stopping ☐☐☐☐☐☐☐☐☐☐
- Starting ☐☐☐☐☐☐☐☐☐☐
- Roll back ☐☐☐☐☐☐☐☐☐☐
- Engine control ☐☐☐☐☐☐☐☐☐☐
- Choice of gears ☐☐☐☐☐☐☐☐☐☐
- Speed ☐☐☐☐☐☐☐☐☐☐
- Brake Use ☐☐☐☐☐☐☐☐☐☐
- Parking ☐☐☐☐☐☐☐☐☐☐

**9. RXR Crossings**
- Directional Signals ☐☐☐☐☐☐☐☐☐☐
- Position after stop ☐☐☐☐☐☐☐☐☐☐
- Door use ☐☐☐☐☐☐☐☐☐☐
- Look and listen ☐☐☐☐☐☐☐☐☐☐
- Mirror use ☐☐☐☐☐☐☐☐☐☐
- Shift on tracks ☐☐☐☐☐☐☐☐☐☐
- Pupil noise/cooperation ☐☐☐☐☐☐☐☐☐☐
- Roll back ☐☐☐☐☐☐☐☐☐☐

**10. Lane Use**
- Proper lane ☐☐☐☐☐☐☐☐☐☐
- Position in lane ☐☐☐☐☐☐☐☐☐☐
- Signal use/changing lanes ☐☐☐☐☐☐☐☐☐☐

**11. Intersections**
- Obedience to traffic control ☐☐☐☐☐☐☐☐☐☐
- Too fast ☐☐☐☐☐☐☐☐☐☐
- Right of way - pedestrian ☐☐☐☐☐☐☐☐☐☐
- Right of way - auto ☐☐☐☐☐☐☐☐☐☐
- Position after stop ☐☐☐☐☐☐☐☐☐☐
- Space cushion ☐☐☐☐☐☐☐☐☐☐
- Directional signals ☐☐☐☐☐☐☐☐☐☐
- Starts too soon ☐☐☐☐☐☐☐☐☐☐
- Mirror use ☐☐☐☐☐☐☐☐☐☐
- Right turn ☐☐☐☐☐☐☐☐☐☐
- Left turn ☐☐☐☐☐☐☐☐☐☐
- Turns too soon ☐☐☐☐☐☐☐☐☐☐
- Turns too late ☐☐☐☐☐☐☐☐☐☐
- Makes shift safely ☐☐☐☐☐☐☐☐☐☐
- Choice of lane ☐☐☐☐☐☐☐☐☐☐

**12. Defensive Driving**
- Gets big picture ☐☐☐☐☐☐☐☐☐☐
- Covers brake when necessary ☐☐☐☐☐☐☐☐☐☐
- Following distance ☐☐☐☐☐☐☐☐☐☐
- Eye-to-eye contact ☐☐☐☐☐☐☐☐☐☐
- Uses good judgment ☐☐☐☐☐☐☐☐☐☐
- Close area maneuvering ☐☐☐☐☐☐☐☐☐☐
- Courtesy ☐☐☐☐☐☐☐☐☐☐

**13. Student loading/unloading**
- Directional signal ☐☐☐☐☐☐☐☐☐☐
- Approach to stop ☐☐☐☐☐☐☐☐☐☐
- Use of brakes ☐☐☐☐☐☐☐☐☐☐
- Position after stop ☐☐☐☐☐☐☐☐☐☐
- Students back 6' ☐☐☐☐☐☐☐☐☐☐
- Parking brake ☐☐☐☐☐☐☐☐☐☐
- Transmission/Clutch use ☐☐☐☐☐☐☐☐☐☐
- Key removed ☐☐☐☐☐☐☐☐☐☐
- Use of flashing lights ☐☐☐☐☐☐☐☐☐☐
- Door use ☐☐☐☐☐☐☐☐☐☐
- Escorting ☐☐☐☐☐☐☐☐☐☐
- Student control ☐☐☐☐☐☐☐☐☐☐
- Students seated ☐☐☐☐☐☐☐☐☐☐
- Proper mirror use ☐☐☐☐☐☐☐☐☐☐
- Check students outside ☐☐☐☐☐☐☐☐☐☐
- Safe to move bus ☐☐☐☐☐☐☐☐☐☐

**14. Pupil Management**
- Courteous ☐☐☐☐☐☐☐☐☐☐
- Too firm ☐☐☐☐☐☐☐☐☐☐
- Too lax ☐☐☐☐☐☐☐☐☐☐
- Students remain seated ☐☐☐☐☐☐☐☐☐☐
- Proper noise level ☐☐☐☐☐☐☐☐☐☐

**15 Special Education**
- Attitude-understanding ☐☐☐☐☐☐☐☐☐☐
- Assists students ☐☐☐☐☐☐☐☐☐☐
- Secures students ☐☐☐☐☐☐☐☐☐☐
- Secures wheelchairs ☐☐☐☐☐☐☐☐☐☐
- Handles vehicle properly ☐☐☐☐☐☐☐☐☐☐

**16. General**
- Proper use of lights ☐☐☐☐☐☐☐☐☐☐
- Use of seat belts ☐☐☐☐☐☐☐☐☐☐

RECOMMENDATIONS

TRAINER'S SIGNATURE DATE

DRIVER'S SIGNATURE DATE

SUPERVISOR'S/DIRECTOR'S SIGNATURE DATE

# COMMERCIAL DRIVER SUPPLEMENT

## NOTE TO THE INSTRUCTOR

**USE THE CALIFORNIA COMMERCIAL DRIVER HANDBOOK (CCDH) AS THE LESSON PLAN.**

The table listed below indicates the recommended course of action for original applicants relative to their driver's license status at the beginning of training.

| Current License Class | Expiration Date | Recommended Action |
|---|---|---|
| A or B | | Begin training |
| C | | Obtain Class A or B prior to training/testing |
| 1, 2, or 3 | More than 6 months from start of training | Begin training and obtain Class B at renewal. (Prior to expiration) |
| 1, 2, or 3 | Less than 6 months from start of training | Renew now and obtain Class B instruction permit. |

**SECTION ONE:** (CCDH)

**COMMERCIAL DRIVER LICENSE (CDL) PROGRAM, QUALIFICATIONS AND SANCTIONS:**

- Legal age
- Driver record background check
- Special certificate
- Insurance requirements
- Certificate of driving experience or training
- Officer's inspection
- Sanctions against a commercial driver

**SECTION TWO:** (CCDH)

**COMMERCIAL DRIVER LICENSE (CDL) TESTS**

- Knowledge tests
- Performance tests

## NOTE TO THE INSTRUCTOR

**THE SEQUENCE OF INSTRUCTION IN THE COMMERCIAL DRIVER HANDBOOK WAS DESIGNED FOR TRUCKS, NOT BUSES. SECTION SEVEN HAS BEEN SUBSTITUTED FOR SECTION THREE TO MAINTAIN CONTINUITY OF INSTRUCTION.**

**SECTION SEVEN: (CCDH)**

**TRANSPORTING PASSENGERS (PASSENGER ENDORSEMENT REQUIRED)**

- Pre-trip vehicle inspection
- What to look for
- Tire problems
- Wheel and rim problems
- Suspension system defects
- Exhaust system defects
- Inspection method
- Approaching the vehicle
- Review the last vehicle inspection report
- Engine compartment check
- Start engine
- Gauges
- Condition of controls
- Mirrors and windshield
- Emergency equipment
- Lights
- Walk-around inspection
- General
- Left front side
- Front
- Right side
- Right rear
- Rear

**SECTION FOUR: (CCDH)**

**BASIC CONTROL OF YOUR VEHICLE**

- Shifting gears
- Braking/controlling speed

- Seeing
- Communicating
- Managing space
- Driving at night
- Driving in winter weather
- Driving in very hot weather
- Mountain driving
- Seeing hazards
- Emergencies
- Skid control and recovery
- Accident procedures
- Staying alert and fit to drive
- Hazardous materials rules for all commercial drivers

### SECTION FIVE: (CCDH)
### SIZE AND WEIGHT OF VEHICLES AND LOADS

- Width of vehicle and loads
- Height of vehicles
- Length of vehicles
- Length of loads
- Axle weight limits
- Single axle weight limit

### SECTION EIGHT: (CCDH)
### AIR BRAKES

Parts of The Air Brake System

- Air compressor
- Air compressor governor
- Air storage tanks
- Air tank drains
- Alcohol evaporator
- Safety valve
- The brake pedal

Foundation Brakes

- Brake drums, shoes, and linings
- S-cam brakes
- Wedge brakes
- Disc brakes
- One-way check valves
- Air supply pressure gauges
- Low air pressure gauge
- Front brake limiting valve
- Spring brakes
- Power brake controls

Dual Air Brake System:

- Left side
- Check lights

Brake System:

Prepare to stop
Test for hydraulic leaks
Test parking brake
Test service brake

Loading and Trip Start:

On the road
Passenger supervision while driving
Stop at railroad crossings
Stop at drawbridges

After-trip Vehicle Inspection:

Fueling restrictions
Prohibits restrictions
Use of brake - door interlocks

Inspecting the Air Brake System:

- Engine compartment check
- Walk-around inspection
- Final air brake check

Using Air Brakes:

- Normal stops
- Emergency stops
- Controlled braking
- Stab braking
- Stopping distance
- Braking on down-grades
- Brake fade
- Low air pressure warning
- Parking brakes
- Drain air tanks

**NOTE TO THE INSTRUCTOR**

**ALL TRAINING HOURS FOR THE CDL ARE CREDITED AS IN-SERVICE TRAINING FOR SCHOOL BUS, SCHOOL PUPIL ACTIVITY BUS (SPAB), AND FARM LABOR VEHICLE DRIVERS.**

STATE OF CALIFORNIA
DMV
DEPARTMENT OF MOTOR VEHICLES
*A Public Service Agency*

051

# MEDICAL EXAMINATION REPORT

***(MEETS U.S. DEPARTMENT OF TRANSPORTATION REQUIREMENTS)***

**SEE OVER FOR PHYSICAL REQUIREMENT**

**Examination by licensed Medical Doctor (M.D.) or Osteopath (D.O.)**

DRIVER LICENSE NUMBER
DRIVER'S NAME
DATE OF BIRTH
☐ New Certification
☐ Recertification
ADDRESS
SOCIAL SECURITY NUMBER
CITY STATE ZIP
HOME PHONE ( )
WORK PHONE ( )

## HEALTH HISTORY AND PHYSICAL EXAMINATION

| YES | NO | | YES | NO | | YES | NO | |
|---|---|---|---|---|---|---|---|---|
| | | Head or spinal injuries | | | Gonorrhea | | | Kidney disease |
| | | Seizures, fits, convulsions, or fainting | | | Diabetes | | | Muscular disease |
| | | Extensive confinement by illness or injury | | | Gastrointestinal ulcer | | | Suffering from any other disease |
| | | Cardiovascular disease | | | Nervous stomach | | | Permanent defect (i.e., loss of limb, etc.) |
| | | Tuberculosis | | | Rheumatic Fever | | | Psychiatric disorder |
| | | Syphilis | | | Asthma | | | Any other nervous disorder |

IF ANSWER TO ANY OF THE ABOVE IS YES, EXPLAIN. INCLUDE: ONSET DATE, DIAGNOSIS, MEDICATION, AND ANY LIMITATIONS OR RESIDUALS.

**General appearance and development:** Good Fair Poor Ht. Wt.

| | | | | | |
|---|---|---|---|---|---|
| **Vision:** | For Distance: | Without corrective lenses | Right 20/ | Left 20/ | Both 20/ |
| | | With corrective lenses, if worn | Right 20/ | Left 20/ | Both 20/ |
| | Evidence of disease or injury: | | Right | Left | |
| | Color Test: (Red, Green, Amber Signal Recognition) | | | | |
| | Horizontal field of vision *(must be in degrees)* | | Right | Left | |
| **Hearing:** | Right ear | | | Left ear | |
| | Disease or injury | | | | |
| **Audiometric test** *(if audiometer is used to test hearing) (must be in numerals)* | | | Decibel loss at 500 Hz | at 1,000 Hz | at 2,000 Hz |
| **Throat:** | Condition: | | | | |
| **Thorax:** | Heart | | | | |
| | If organic disease is present, is it fully compensated? | | | | |
| | Blood pressure: Systolic | | Diastolic | | (Reading over 160/90 requires explanation.) |
| | Pulse: Before exercise | | | immediately after exercise | |
| | Lungs | | | | |
| **Abdomen:** | Scars | | Abnormal masses | | Tenderness |
| | Hernia: Yes No | | If so, where? | | Is truss worn? |
| **Gastrointestinal:** | Ulceration or other disease | | Yes | | No |
| **Genito-Urinary:** | Scars | | | Urethral discharge | |
| **Reflexes:** | Romberg | | Pupillary, | Light R | |
| | Accommodation right | | | Left | |
| | Knee jerks: | Right: Normal | | Increased | Absent |
| | | Left: Normal | | Increased | Absent |
| | Remarks: | | | | |
| **Extremities:** | Upper | | Lower | | Spine |
| **Laboratory and Other Special Findings: (See back for further instructions.)*** | Urine: Spec. Gr. *(Must be in numerals)* | | Alb. | | Sugar |
| | Other Laboratory Data (Serology, etc.) | | | | |
| | Radiological Data | | | | |
| | Electrocardiograph | | | | |

***DO NOT DETACH***

## EXAMINING DOCTOR'S CERTIFICATION

***I CERTIFY UNDER PENALTY OF PERJURY THAT I HAVE EXAMINED:***

DRIVER'S NAME *(PRINT)*
DATE OF EXAM

**In accordance with the Motor Carrier Safety Regulations (49 CFR 391.41-391.49) and with knowledge of the driving duties, I find this person qualified under the regulations.**

☐ **Qualified only when wearing corrective lenses or** ☐ **Hearing Aid**

**A completed examination for this person is on file in my office at:**

DOCTOR'S ADDRESS
NAME AND TITLE OF EXAMINING DOCTOR *(PRINT)*
MEDICAL LICENSE NUMBER
SIGNATURE OF EXAMINING DOCTOR
PHONE NUMBER ( )

PHYSICIAN'S GENERAL COMMENTS

SIGNATURE OF DRIVER

**FOR DMV USE ONLY *(WHEN REQUIRED)***

REVIEWED BY *(EXAMINER, BADGE)*
FIELD OFFICE
DATE
APP NUMBER
DATE

DL 51 (REV. 1/90)

## DEPT. OF TRANSPORTATION PHYSICAL QUALIFICATIONS & EXAMINATION OF DRIVERS

### Motor Carrier Safety Regulations

### (49 CFR 391.41—391.49)

**A person is physically qualified to drive a motor vehicle if that person—**

(1) Has no loss of a foot, a leg, a hand, or an arm, or has been granted a waiver pursuant to §391.49;

(2) Has no impairment of the use of a foot, a leg, a hand, fingers or an arm, and no other structural defect or limitation, which is likely to interfere with the ability to control and safely drive a motor vehicle, or has been granted a waiver pursuant to §391.49 upon a determination that the impairment will not interfere with the ability to control and safely drive a motor vehicle.

(3) Has no established medical history or clinical diagnosis of diabetes mellitus currently requiring insulin for control;

(4) Has no clinical diagnosis of myocardial infarction, angina pectoris, coronary insufficiency, thrombosis, or any other cardiovascular disease of a variety known to be accompanied by syncope, dyspnea, collapse, or congestive cardiac failure;

(5) Has no established medical history or clinical diagnosis of a respiratory dysfunction likely to interfere with the ability to control and drive a motor vehicle safely;

(6) Has no clinical diagnosis of high blood pressure likely to interfere with the ability to operate a motor vehicle safely;

(7) Has no established medical history or clinical diagnosis of rheumatic, arthritic, orthopedic, muscular, neuromuscular, or vascular disease which interferes with the ability to control and operator a motor vehicle safely;

(8) Has no established medical history or clinical diagnosis of epilepsy or any other condition which is likely to cause loss of consciousness or any loss of ability to control a motor vehicle;

(9) Has no mental, nervous, organic or functional disease or psychiatric disorder likely to interfere with the ability to drive a motor vehicle safely;

(10) Has distant visual acuity of at least 20/40 (Snellen) in each eye without corrective lenses or visual acuity separately corrected to 20/40 (Snellen) or better with corrective lenses, distant binocular acuity of at least 20/40 (Snellen) in both eyes with or without corrective lenses, field of vision of at least 70° in the horizontal meridian in each eye, and the ability to recognize the colors of traffic signals and devices showing standard red, green, and amber;

(11) First perceives a forced whispered voice in the better ear at not less than 5 feet with or without the use of a hearing aid, or, if tested by use of an audiometric device calibrated to the American National Standard Z 24.5—1951, whether an individual has an average hearing loss in the better ear not greater than 40 decibels at 500 Hz, 1,000 Hz, and 2,000 Hz with or without the use of a hearing aid;

(12) Does not use a schedule I drug, an amphetamine, a narcotic, or any other habit-forming drug; and

(13) Has no current clinical diagnosis of alcoholism.

## INSTRUCTIONS FOR PERFORMING AND RECORDING PHYSICAL EXAMINATION

**The examining physician should review these instructions before performing the physical examination. Answer each question yes or no where appropriate.**

**The examining physician should be aware of the rigorous physical demands and mental and emotional responsibilities placed on the driver of commercial motor vehicle. In the interest of public safety the examining physician is required to certify that the driver does not have any physical, mental, or organic defect of such a nature as to affect the driver's ability to operate safely a commerical motor vehicle.**

**General Information.** The purpose of this history and physical examination is to detect the presence of physical, mental, or organic defects of such a character and extent as to affect the applicant's ability to operate a motor vehicle safely. The examination should be made carefully and at least as complete as indicated by the attached form. History of certain defects may be cause for rejection or indicate the need for making certain laboratory tests or a further and more stringent, examination. Defects may be recorded which do not, because of their character or degree, indicate the certification of physical fitness should be denied. However, these defects should be discussed with the applicant who should be advised to take the necessary steps to insure correction, particularly of those which, if neglected, might lead to a condition likely to affect the ability to drive safely.

**General appearance and development.** Note marked overweight. Not any posture defect, perceptible limp, tremor, or other defects that might be caused by alcoholism, thyroid intoxication, or other illnesses. The Motor Carrier Safety Regulations provide that no driver shall use a narcotic or other habit-forming drug.

**Head-eyes.** When other than the Snellen chart is used, the results of such test must be expressed in values comparable to the standard Snellen test. If the applicant wears corrective lenses, these should be worn while applicant's visual acuity is being tested. If appropriate, indicate on the Medical Examiner's Certificate by checking the box, "Qualified only when wearing corrective lenses." In recording distance vision use 20 feet as normal. Report all vision as a fraction with 20 as numerator and the smallest type read at 20 feet as denominator. Note ptosis, discharge, visual fields, ocular muscle imbalance, color blindness, corneal scar, exophtalmos, or strabismus, uncorrected by corrective lenses. Monocular drivers are not qualified to operator commercial motor vehicles under existing Motor Carrier Safety Regulations. If the driver habitually wears contact lenses, or intends to do so while driving, there should be sufficient evidence to indicate that the driver has good tolerance and is well adapted to their use. The use of contact lenses should be noted on the record.

**Ears.** Note evidence of mastoid or middle ear disease, discharge, symptoms of aural vertigo, or Meniere's Syndrome. When recording hearing, record distance from patient at which a forced whispered voice can first be heard. If audiometer is used to test hearing, record decibel loss at 500 Hz, 1,000 Hz, and 2,000 Hz.

**Throat.** Note evidence of disease, irremediable deformities of the throat likely to interfere with eating or breathing, or any laryngeal condition which could interfere with the safe operation of a motor vehicle.

**Thorax-heart.** Stethoscopic examination is required. Note murmurs and arrhythmias, and any past or present history or cardio-vascular disease, of a variety known to be accompanied by syncope, dyspnea, collapse, enlarged heart, or congestive heart failures. Electrocardiogram is required when findings so indicate.

**Blood pressure.** Record with either spring or mercury column type of sphygmomanometer. If the blood pressure is consistently above 160/90 mm. Hg., further tests may be necessary to determine whether the driver is qualified to operate a motor vehicle.

**Lungs.** If any lung disease is detected, state whether active or arrested; if arrested, your opinion as to how long it has been quiescent.

**Gastrointestinal system.** Note any diseases of the gastrointestinal system.

**Abdomen.** Note wounds, injuries, scars, or weakness of muscles of abdominal walls sufficient to interfere with normal function. Any hernia should be noted if present. State how long and if adequately contained by truss.

**Abnormal masses.** If present, note location, if tender, and whether or not applicant knows how long they have been present. If the diagnosis suggests that the condition might interfere with the control and safe operation of a motor vehicle, more stringent tests must be made before the applicant can be certified.

**Tenderness.** When noted, state where most pronounced, and suspected cause. If the diagnosis suggests that the condition might interfere with the control and safe operation of a motor vehicle, more stringent tests must be made before the applicant can be certified.

**Genito-urinary.** Urinalysis is required. Acute infections of the genito-urinary tract, as defined by local and State public health laws, indications from urinalysis of uncontrolled diabetes, symptomatic albumin-urea in the urine, or other findings indicative of health conditions likely to interfere with the control and safe operation of a motor vehicle, will disqualify an applicant from operating a motor vehicle.

**Neurological.** If positive Romberg is reported, indicate degrees of impairment. Pupillary reflexes should be reported for both light and accommodation. Knee jerks are to be reported absent only when not obtainable upon reinforcement and as increased when foot is actually lifted from the floor following a light blow on the patella. Sensory vibatory and positional abnormalities should be noted.

**Extremities.** Carefully examine upper and lower extremities. Record the loss or impairment of a leg, foot, toe, arm, hand, or fingers. Note any and all deformities, the presence of atrophy, semiparalysis or paralysis, or varicose veins. If a hand or finger deformity exists, determine whether sufficient grasp is present to enable the driver to secure and maintain a grip on the steering wheel. If a leg deformity exists, determine whether sufficient mobility and strength exists to enable the driver to operate pedals properly. Particular attention should be given to and a record should be made of, any impairment of structural defect which may interfere with the driver's ability to operate a motor vehice safely.

**Spine.** Note deformities, limitation of motion, or any history of pain, injuries, or disease, past or presently experienced in the cervical or lumbar spine region. If findings so dictate, radiologic and other examinations should be used to diagnose congential or acquired defects; or spondylolisthesis and scoliosis.

**Rectro-genital studies.** Diseases or conditions causing discomfort should be evaluated carefully to determine the extent to which the condition might be handicapping while lifting, pulling, or during periods of prolonged driving that might be necessary as part of the driver's duties.

**Laboratory and other special findings.** Urinalysis is required, as well as such other tests as the medical history or findings upon physical examination may indicate are necessary. A serological test is required if the applicant has a history of luetic infection or present physical findings indicate the possibility of latent syphilis. Other studies deemed advisable may be ordered by the examining physician.

**Diabetes.** If insulin is necessary to control a diabetic condition, the driver is not qualified to operator a motor vehicle. If mild diabetes is noted at the time of examination and it is stabilized by use of a hypoglycemic drug and a diet that can be obtain while the driver is on duty, it should not be considered disqualifying. However, the driver must remain under adequate medical supervision.

***Any special findings or test results NOT in an acceptable tolerance range should be further explained in an attachment. This is especially critical if you are certifying that the subject is qualified to drive.**

**The physician must date and sign the report upon completion of the examination.**

**The medical examination shall be performed by a licensed doctor of medicine or osteopathy. A licensed optometrist may perform examinations pertaining to visual acuity, field of vision and ability to recognize colors.**

**If the medical examination shows that the person examined is physically qualified to drive a motor vehicles the medical examiner shall complete a certificate in the form prescribed by the regulations and furnish one copy to the person examined and one copy to the moto carrier employer.**

**TRAINING REC**

**ORIGINAL** ☐ **RENEWAL** ☐

**EMPLOYER**

**NAME**

**BIRTHDATE**

**MEDICAL EXPIRATION DATE**

**DRIVER LICENSE NUMBER**

**CLASS** **EXPIRATION DATE**

**RESTRICTIONS**

**SPECIAL CERTIFICATE TYPE**

**ISSUE DATE**

**EXPIRATION DATE**

**SPECIAL CERTIFICATE RESTRICTIONS/ENDORSEMENTS**

**FIRST AID CARD EXPIRATION DATE**

**INSTRUCTIONAL CATEGORIES CLASSROOM**

| DATE | INSTRUCTOR | UNITS TAUGHT | TIME |
|---|---|---|---|
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**INSTRUCTIONAL CATEGORIES BEHIND-THE-WHEEL OR INSERVICE**

| DATE | INSTRUCTOR | INSERVICE CODES | INSERVICE TIME | BTW SKILLS LEVELS | BRAKE CODES | EQUIP CODES | TIME |
|---|---|---|---|---|---|---|---|
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**INSERVICE CODES**

| | |
|---|---|
| *A | Safety Meetings |
| *B | Workshops |
| C | First Aid |
| D | Fire Equipment |
| E | Evacuation |
| F | Roadeo Training |
| G | Special Education |
| H | Transportation Improvement Guide |
| I | Films/Videos |
| J | Retraining |
| K | Pre & Post Trip Inspection |
| L | CDL Training |

M-51

**BTW GUIDE SKILLS LEVELS**

| | |
|---|---|
| GI | General Information |
| 1 | Basic Vehicle Familiarization and Movement |
| 2 | Precision Training in Vehicle Movement and Driving Fundamentals |
| 3 | Transmission Control and Shifting Procedures |
| 4 | General Defensive Driving Techniques |
| 5 | Specialized Defensive Driving Techniques |
| 6 | Passenger Loading and Unloading |
| 7 | Emergency Procedures |
| 8 | Final Appraisal |

**BRAKE CODES**

| | |
|---|---|
| A | Air |
| AA | Air Applied Emerg. |
| SBA | Spring Brakes Auto |
| SBM | Spring Brakes Modulated |
| DAS | Dual Air System |
| AS | Anti Skid |
| H | Hydraulic |
| HVP | Hydraulic - Vacuum Power |
| HVD | Hydraulic -Vacuum Dual System |
| HPS | Hydraulic - Power Steering Assist |

**EQUIPMENT CODES**

| | |
|---|---|
| V | Van to 16 Passengers |
| HV | Van over 16 Passengers |
| SC | Conv. to 42 Passengers |
| C | Conv. Over 42 Passengers |
| TF | Transit Forward Control |
| TP | Transit Pusher |
| TC | Transit Center Mount |
| 3AX | Tandem Axle |
| WCB | Wheelchair Bus |
| S1 | Standard Transmission |
| S10 | Standard 10 Speed |
| AT | Auto. Transmission |
| 2SAX | Two Speed Axle |

*Topic Identification
(USE THE APPROPRIATE UNIT NUMBER FROM THE INSTRUCTOR'S MANUAL, e.g. U-2, OR SKILLS LEVEL FROM BTW GUIDE)

T-02 5/90

SPECIAL CERTIFICATE RESTRICTIONS/ENDORSEMENTS

CORRECTIVE LENSES

FIRST AID CARD EXPIRATION DATE

| INSTRUCTIONAL CATEGORIES CLASSROOM | | | |
|---|---|---|---|
| DATE | INSTRUCTOR | UNITS TAUGHT | TIME |
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| INSTRUCTIONAL CATEGORIES BEHIND-THE-WHEEL OR INSERVICE | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | INSERVICE | | | | | |
| DATE | INSTRUCTOR | CODES | TIME | BTW SKILLS LEVELS | BRAKE CODES | EQUIP CODES | TIME |
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# TRAINING RECORD

NAME____________________________________

ORGANIZATION______________________________

CLASS OF LICENSE __________________

SPECIAL CERTIFICATE RESTRICTIONS/ENDORSEMENTS________________________

| DATE | INSTRUCTOR OR REVIEWING AGENT | BUS # | EQUIPMENT CODE | BRAKE CODES | TERRAIN CODES |
|---|---|---|---|---|---|
| | | | | | |
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## EQUIPMENT CODES

| | |
|---|---|
| V | Van to 16 Passengers |
| NV | Van Over 16 Passengers |
| SC | Conv. to 42 Passengers |
| C | Conv. Over 42 Passengers |
| TF | Transit Forward Control |
| TP | Transit Pusher |
| TC | Transit Center Mount |
| 3AX | Tandem Axle |
| WCB | Wheelchair Bus |
| ST | Standard Transmission |
| S10 | Standard 10 Speed |
| AT | Automatic Transmission |
| 2SAX | Two Speed Axle |
| TCH | Tire Chains |

## BRAKE CODES

| | |
|---|---|
| A | Air |
| AA | Air Applied Emergency |
| SBA | Spring Brakes - Auto |
| SBM | Spring Brakes - Modulated |
| DAS | Dual Air System |
| AS | Anti Skid |
| H | Hydraulic |
| HVP | Hydraulic-Vacuum Power |
| HVD | Hydraulic-Vacuum Dual System |
| HPS | Hydraulic-Power Steering Assist |

## TERRAIN CODES

| | |
|---|---|
| 2 | Country |
| 3 | City |
| 4 | Freeway |
| 5 | Night Driving |
| 6 | Rain |
| 7 | Hills |
| 8 | Mountains |
| 9 | Snow & Ice |

## AUTHORIZED VEHICLE RECORD

### Driving Proficiency

Employers shall require each driver to demonstrate that the driver is capable of safely operating each different type of vehicle (i.e., vehicles of different size, with different controls, gauges, or requiring different driving skills) before driving such vehicle(s) on a highway unsupervised. The driver's capability to operate the vehicle shall include special equipment such as wheelchair lifts, ramps, or wheelchair tie-downs. (13 CCR 1229)

**NOTE:**
If more than 6 months have elapsed since the driver has operated a vehicle of a different type, or requiring different driving skills, the driver should redemonstrate proficiency prior to operation.

T-03 2/88

## SCHOOL BUS - FINAL TEST

1. The Department of Motor Vehicles is responsible for ensuring that applicants for a special driver's certificate meet the requirements of the California Code of Regulations before issuing a permanent driving certificate.

T______ F______

2. School bus drivers are required to do a weekly inspection on their buses.

T______ F______

3. Any person knowingly making a false statement on the application for a school bus driver's certificate shall be denied a certificate.

T______ F______

4. Some school bus accidents are caused by discipline problems on the bus.

T______ F______

5. How you look, your attitude, and how you operate your vehicle can have a definite effect on the feelings of the public about the pupil transportation system.

T______ F______

6. In a bus with an automatic transmission, the selector lever is the driver's control over the transmission.

T______ F______

7. It is unlawful to operate a vehicle with the transmission lever in the neutral position when the vehicle is descending a grade.

T______ F______

8. Your best braking effort occurs when your wheels are "locked up."

T______ F____

9. Driving at dusk is more dangerous than driving during daylight hours.

T______ F______

10. All bus evacuation drills should be conducted by using the side emergency door.

T______ F______

11. Highways are very slippery after the first rainfall of the season.

T______ F______

12. In case of a skid, the driver should always turn the front wheels in the direction of the skid.

T______ F______

13. If a tire blowout occurs, the driver should apply the brakes hard and stop the vehicle immediately.

T______ F______

14. A driver's attitude will not affect his or her defensive driving patterns.

T______ F______

15. Signals for turning movements should be given at least 75 feet in advance of the movement.

T______ F______

16. Pedestrians have the right-of-way only at intersections where the crosswalks are marked.

T______ F______

17. Bicyclists are not controlled by any of our existing traffic regulations.

T______ F______

18. Type 2 vehicles are widely used in transporting special education students.

T______ F______

19. When preparing to make an escort stop, you may leave the engine running if your bus has a low battery.

T______ F______

20. Black ice is considered to be the most dangerous icy road condition.

T______ F______

21. The speed limit in school zones is 35 mph.

T______ F______

22. When you come upon a school bus stopped on either side of the roadway with flashing red lights, you must stop.

T______ F______

23. Failure to stop at the scene of an accident where your vehicle caused property damage, injury, or death makes you a hit-and-run driver.

T______ F______

24. In the event of a school bus highjacking, the first few minutes are the most critical.

T_____ F_____

25. Which of the following precautions should be taken when assisting loading of a handicapped child?

a. Activate four-way flashers.
b. Blow the horn before leaving the bus.
c. Have bus aide stay with other passengers.
d. Remove keys and set emergency brake.

26. Conduct of the pupils aboard the bus is the direct responsibility of the school principal.

T_____ F_____

27. A student who misbehaves on the bus may be put off any place the driver feels is safe.

T_____ F_____

28. If you are traveling in a convoy on a field trip and the lead driver exceeds 55 MPH, you should also exceed 55 MPH to keep in the convoy.

T_____ F_____

29. The Department of Education is responsible for training and certifying driver instructors for school bus, SPAB, farm labor vehicle, and transit bus drivers.

T_____ F_____

30. No person shall operate a school bus unless that person has in his or her immediate possession a valid driver's license for the appropriate class of vehicle to be driven.

T_____ F_____

31. A Type 1 school bus is designed to carry not more than 16 passengers and the driver.

T_____ F_____

32. Private school bus requirements are different than public school bus regulations.

T_____ F_____.

33. When a pupil is aboard, the driver shall not leave the driver's compartment without first stopping the engine; effectively setting the parking brake; placing the transmission in first, reverse, or park position; and removing the ignition key, which shall remain in the driver's possession.

T_____ F_____

34. The basic difference between a gasoline and diesel engine is the method of fuel ignition.

T_____ F_____

35. The driver may permit a school bus to coast with the transmission in neutral or the clutch pedal depressed.

T______ F______

36. "Feathering" the clutch is not damaging to the clutch.

T______ F______

37. Before traversing a railroad grade crossing, the driver of a bus carrying passengers shall stop the vehicle not less than 10 nor more than 50 feet from the nearest rail.

T______ F______

38. It is required that a school bus come to a full stop and the driver fully open the entrance door on a Type 1 bus or the driver's window on a Type 2 bus at a railroad grade crossing.

T______ F______

39. The difference between the average driver and the professional bus driver is the degree to which each understands and practices the principles of defensive driving and manages his or her margin of safety.

T______ F______

40. Over-the-counter medications may seriously affect the driver's ability to operate a bus safely.

T______ F______

41. Every school bus, when operated for the transportation of school pupils, shall be equipped with a flashing red light signal system.

T______ F______

42. A school bus stop may be designated on the left-hand side of the roadway to load or unload pupils.

T______ F______

43. The driver of any vehicle, upon meeting or overtaking from either direction any school bus which is equipped with required signs and has stopped for the purpose of receiving or discharging any school pupils and displays a flashing red light signal visible from front and rear, shall bring the vehicle to a complete stop and shall not proceed until the red flashing signal ceases operation.

T______ F______

44. In an unloading situation, the driver should not move the bus until all students have been accounted for.

T______ F______

45. In an emergency situation, every passenger looks to the driver for direction.

T______ F______

46. The dry powder type fire extinguisher is most commonly used.

T______ F______

47. Hazardous material is any material capable of posing an unreasonable risk to health, safety, and property during transportation.

T______ F______

48. In pupil management the driver's approach must be on a person-to-person level rather than on a group level.

T______ F______

49. Respect is something that can be demanded from another person.

T______ F______

50. An activity trip is the transportation of passengers to an activity, athletic event, or educational trip, other than home-to-school transportation.

T______ F______

51. Federal school bus accident reports indicate many of the serious and/or fatal accidents each year occur on field trips.

T______ F______

52. The driver of a bus shall not drive more than 8 hours within a work period or drive after 16 consecutive hours have elapsed since first reporting for duty.

T______ F______

53. No person shall drive a school bus transporting any passengers on a highway at a speed greater than 65 mph.

T______ F______

54. The safety of your passengers lies in your knowledge of the equipment, your knowledge of the area, and your professional driving ability.

T______ F______

55. In driving special education children, one very important responsibility of the bus driver is to understand the differences among the pupils.

T______ F______

56. In dealing with a person having a seizure, your immediate concern is to prevent the person from becoming injured.

T______ F______

57. Behavior patterns of children with handicaps can be caused or changed by the actions of many people or events.

T______ F______

58. Special education drivers must have the ability to properly operate special equipment, manage student behavior, administer health care, know procedures for seating and positioning the passengers, and secure adaptive and assistive devices.

T______ F______

59. A school bus driver's appearance and actions will have no bearing on how a community feels about the district's transportation department.

T______ F______

60. You are the only representative of the bus company that most passengers ever see.

T______ F______

## SCHOOL BUS - FINAL TEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | I | T |
| 2. | III | F |
| 3. | II | T |
| 4. | IX | T |
| 5. | XII | T |
| 6. | IV | T |
| 7. | DRIVER HANDBOOK | T |
| 8. | IV | F |
| 9. | V AND VI | T |
| 10. | VIII | F |
| 11. | V AND VI | T |
| 12. | V AND VI | T |
| 13. | V AND VI | F |
| 14. | V AND VI | F |
| 15. | V AND VI | F |
| 16. | DRIVER HANDBOOK | F |
| 17. | DRIVER HANDBOOK | F |
| 18. | III | T |
| 19. | VII | F |
| 20. | V AND VI | T |
| 21. | DRIVER HANDBOOK | F |
| 22. | VII | T |
| 23. | DRIVER HANDBOOK | T |
| 24. | VIII | T |
| 25. | VII | D |
| 26. | IX | F |
| 27. | IX | F |
| 28. | X | F |
| 29. | I | T |
| 30. | II | T |
| 31. | III | F |
| 32. | III | F |
| 33. | III | T |
| 34. | IV | T |

| | | |
|---|---|---|
| 35. | IV | F |
| 36. | IV | F |
| 37. | VI | F |
| 38. | VI | T |
| 39. | V | T |
| 40. | V | T |
| 41. | VII | T |
| 42. | VII | F |
| 43. | VII | T |
| 44. | VII | T |
| 45. | VIII | T |
| 46. | VIII | T |
| 47. | VIII | T |
| 48. | IX | T |
| 49. | IX | F |
| 50. | X | T |
| 51. | X | T |
| 52. | X | T |
| 53. | X | F |
| 54. | X | T |
| 55. | XI | T |
| 56. | XI | T |
| 57. | XI | T |
| 58. | XI | T |
| 59. | XII | F |
| 60. | XII | T |

## SUMMARY OF QUESTIONS PER UNIT (SCHOOL BUS)

| | |
|---|---|
| UNIT I | 2 |
| UNIT II | 3 |
| UNIT III | 5 |
| UNIT IV | 5 |
| UNIT V AND VI | 13 |
| UNIT VII | 6 |
| UNIT VIII | 5 |
| UNIT IX | 5 |
| UNIT X | 5 |
| UNIT XI | 5 |
| UNIT XII | 2 |
| DRIVER HANDBOOK | 4 |

## SPAB - FINAL TEST

1. A person under the age of 21 may drive a SPAB that is engaged in interstate transportation.

   T______ F______

2. DMV may cancel a SPAB driver's certificate when the applicant or certificate holder has his/her driving privilege suspended or revoked when it involves other than the safe operation of a motor vehicle.

   T______ F______

3. Smoking is permitted on a SPAB while transporting school pupils.

   T______ F______

4. Excessive heat will shorten the life of a clutch.

   T______ F______

5. The term "service brake" refers to that portion of the braking system that is used in normal operation to stop.

   T______ F______

6. The emergency stopping system applies the brakes on the steering and rear axles on all buses.

   T______ F____

7. Black ice is considered to be the most dangerous icy road condition.

   T______ F______

8. Crosswind has little, if any, effect on a 40-foot bus.

   T______ F______

9. Because of the size and weight of large Type 1 buses, hydroplaning will not happen on wet roads.

   T______ F______

10. Driving during twilight hours can create more potential hazards than at any other time of day.

    T______ F______

11. Maintaining the proper following distance is not important for a bus driver.

    T______ F______

12. The greatest number of bus accidents occur during turning maneuvers.

T______ F______

13. A major cause of turning accidents is due to improper mirror use and poor judgment.

T______ F______

14. Regrooved or recapped tires can be used on the steering axle of a bus.

T______ F______

15. Bicyclists are not regulated by any of our current traffic laws.

T______ F______

16. When an emergency does happen, passengers will look to the driver for direction.

T______ F______

17. The main reason for placing emergency reflectors is to warn other motorists and to direct traffic.

T______ F______

18. In case of an accident, bus drivers should notify, or cause to be notified, the California Highway Patrol, the school district, and their employer.

T______ F______

19. Disciplinary problems on the bus can be an indirect cause of an accident.

T______ F______

20. All pupil passengers must be seated at all times if the bus is in motion.

T______ F______

21. The DMV shall deny or revoke a school pupil activity bus driver certificate when the applicant or certificate holder has failed to meet prescribed testing requirements for certificate issuance.

T______ F______

22. The DMV may deny, suspend, or revoke a school pupil activity bus driver certificate when the applicant or certificate holder has knowingly made a false statement or knowingly concealed a material fact in the application.

T______ F______

23. A school pupil activity bus driver is not required to receive training in procedures to be followed in the event of a hijacking or kidnapping.

T______ F______

24. The California Highway Patrol shall inspect and certify every school pupil activity bus at least once every two years.

T______ F______

25. The driver of a school pupil activity bus shall not drive more than 10 hours within a work period or drive after 16 consecutive hours have elapsed since first reporting for duty.

T______ F______

26. Prior to operation, the driver shall inspect each vehicle daily to ascertain that it is in safe condition, it is equipped as required by all provisions of law, and all equipment is in good working order.

T______ F______

27. Brake systems using air pressure shall be equipped with a low air pressure warning device.

T______ F______

28. The low air warning device will activate when the air supply drops below a fixed pressure which shall not be more than 75 psi or less than 55 psi with the engine running.

T______ F______

29. Every school pupil activity trip operating in this state is required to carry warning reflectors, first-aid kit, and a fire extinguisher (4 B:C rating).

T______ F______

30. Accepted standard practices separate fires into three general classes.

T______ F______

31. Pupils transported in a school pupil activity bus shall be under the authority of and responsible directly to the driver of the bus.

T______ F______

32. A school pupil activity bus must contain a Vehicle Inspection Approval Certificate issued by the CHP that is signed and dated within the past 13 months.

T______ F______

33. It shall be unlawful for the holder of a school pupil activity bus driver certificate to violate any restriction placed on the certificate, depending on the type of vehicle used in the driving test.

T______ F______

34. Before traversing a railroad grade crossing, the school pupil activity bus driver shall stop the bus not less than 15 nor more than 50 feet from the nearest rail of the track.

T______ F______

35. When a pupil is aboard, the driver shall be properly secured to the driver's seat with the seat belt at all times while the bus is in motion.

T______ F______

36. A courteous, careful driver makes positive impressions; a careless and thoughtless driver creates negative impressions.

T______ F______

37. Observers expect proficient driving, take good performance for granted, and are usually quick to complain of poor performance.

T______ F______

38. An original applicant for a SPAB certificate must have successfully completed a 35-hour course in all units of the Instructor's Manual for California's Bus Driver's Training Course.

T______ F______

39. All original applicants for a SPAB certificate must submit a fingerprint card to CHP.

T______ F______

40. A SPAB driver must have in his/her immediate possession a valid medical card dated within the past two years.

T______ F______

41. It is legal for a driver to drive a vehicle that is not in safe operating condition as long as the driver made a report stating such.

T______ F______

42. A driver must demonstrate proficiency on a vehicle of different size before driving such vehicle on a highway unsupervised.

T______ F______

43. Tires on a bus shall not have less than 1/32 of an inch of tread.

T______ F______

44. The emergency stopping system applies the brakes on all four wheels on all buses.

T______ F______

45. The air governor cuts out at 60 pounds.

T______ F______

46. A professional bus driver must always be aware of the mechanical and power ability of a bus.

T______ F______

47. The perception factor is the ability to understand and become aware of something that is going to happen or is happening.

T______ F______

48. It is important to maintain a space cushion when the vehicle is not moving.

T______ F______

49. In California the carrier may allow a driver to use a bus that is not properly maintained or equipped if the trip is to be very short.

T______ F______

50. If traveling to an area and there is a possibility of snow, the driver should check the tire chains prior to departing.

T______ F______

## SPAB - FINAL TEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | II | F |
| 2. | II | T |
| 3. | III | F |
| 4. | IV | T |
| 5. | IV | T |
| 6. | IV | F |
| 7. | V AND VI | T |
| 8. | V AND VI | F |
| 9. | V AND VI | F |
| 10. | V AND VI | T |
| 11. | V AND VI | F |
| 12. | V AND VI | T |
| 13. | V AND VI | T |
| 14. | IV | F |
| 15. | V AND VI | F |
| 16. | VIII | T |
| 17. | VIII | T |
| 18. | VIII | T |
| 19. | IX | T |
| 20. | IX | T |
| 21. | II | T |
| 22. | II | T |
| 23. | II | F |
| 24. | III | F |
| 25. | III | T |
| 26. | III | T |
| 27. | IV | T |
| 28. | IV | T |
| 29. | VIII | F |
| 30. | VIII | F |
| 31. | IX | T |
| 32. | II | T |

| | | |
|---|---|---|
| 33. | II | T |
| 34. | VIII | T |
| 35. | VIII | T |
| 36. | XII | T |
| 37. | XII | T |
| 38. | II | T |
| 39. | II | T |
| 40. | II | T |
| 41. | III | F |
| 42. | III | T |
| 43. | IV | F |
| 44. | IV | F |
| 45. | IV | F |
| 46. | V | T |
| 47. | V | T |
| 48. | V | T |
| 49. | X | F |
| 50. | X | T |

## SUMMARY OF QUESTIONS PER UNIT - SPAB

| | |
|---|---|
| UNIT I | 0 |
| UNIT II | 10 |
| UNIT III | 6 |
| UNIT IV | 9 |
| UNIT V AND VI | 11 |
| UNIT VII | 0 |
| UNIT VIII | 7 |
| UNIT IX | 3 |
| UNIT X | 2 |
| UNIT XI | 0 |
| UNIT XII | 2 |

## TRANSIT BUS - FINAL TEST

1. A person under the age of 21 may drive a transit bus if engaged in intrastate transportation.

   T______ F______

2. Smoking is permitted on a transit bus while transporting passengers.

   T______ F______

3. Excessive heat will shorten the life of an automatic transmission.

   T______ F______

4. The term "service brake" refers to that portion of the braking system that is used in normal operation to stop.

   T______ F______

5. Black ice is considered to be the most dangerous icy road condition.

   T______ F____

6. Crosswind has little, if any, effect on a 40-foot bus.

   T______ F______

7. Driving during twilight hours can create more potential hazards than at any other time of day.

   T______ F______

8. Maintaining the proper following distance is not important for a bus driver.

   T______ F______

9. The greatest number of bus accidents occur during turning maneuvers.

   T______ F______

10. A major cause of turning accidents is improper use of mirrors and lack of good judgment.

    T______ F______

11. When an emergency occurs, passengers will look to the driver for direction.

    T______ F______

12. The main reason for placing emergency reflectors is to warn other motorists and to direct traffic.

    T______ F______

13. Disciplinary problems on the bus can be an indirect cause of an accident.

T______ F______

14. All passengers must be seated at all times if the bus is in motion.

T______ F______

15. The emergency stopping system applies the brake on the steering and rear axles on all buses.

T______ F______

16. No person shall operate a transit bus transporting passengers unless that person has received from the DMV a certificate to operate a transit bus or is certified to drive a school bus or a school pupil activity bus.

T______ F______

17. The DMV shall send to the employer a copy of each applicant's certificate issued pursuant to Section 1808.1 VC.

T______ F______

18. The CHP shall develop or approve courses for training transit bus drivers.

T______ F______

19. All courses of study and training activities shall be approved by the Department of Education.

T______ F______

20. Instructors who have completed the U.S. Department of Transportation's Train-the-Trainer Course may train transit bus drivers.

T______ F______

21. It is unlawful for the driver to drive a vehicle that is not in safe operating condition or is not equipped as required by all provisions of law.

T______ F______

22. Passengers may be allowed to stand in the step-well and in front of the doors.

T______ F______

23. A member of the California Highway Patrol upon reasonable belief that any vehicle is being operated in violation of law or is in unsafe condition may require the driver to stop and submit to an inspection of the vehicle.

T______ F______

24. No person shall stop, park, or leave standing any vehicle, whether attended or unattended, in a crosswalk or within 15 feet of the driveway entrance to any fire station.

T______ F______

25. Every transit bus shall be equipped with one fully charged fire extinguisher having at least a 6 B:C rating.

T______ F______

26. Every transit bus, if operating during darkness, is required to have a set of red warning reflectors.

T______ F______

27. In the event of an accident, the driver's first responsibility is to the passengers.

T______ F______

28. Occasionally, prevailing conditions will warrant the evacuation of passengers from a vehicle. When evacuation is deemed necessary by the driver, correct procedures must be followed in conducting the evacuation.

T______ F______

29. Actions taken at the scene of an accident involving hazardous materials must be prompt and effective.

T______ F______

30. Each driver is important in the public relations picture, and as a driver you represent your employer.

T______ F______

31. How passengers feel toward the system depends a great deal on how the drivers perform as a team in getting passengers to and from destinations.

T______ F______

32. A poor performance by a driver will have no effect on public relations within the community.

T______ F______

33. If a bus is not equipped as required by code, it may be driven until the required equipment is installed.

T______ F______

34. Motor carriers shall require drivers to submit a documented daily vehicle inspection report as required by 13 CCR 1215(b).

T_____ F_____

35. The rear axle or differential is the last unit of the power train.

T_____ F_____

36. The wet tank should be drained or should be caused to drain daily.

T_____ F_____

37. The driver should always be aware of the mechanical and power ability of a bus.

T_____ F_____

38. It is important to maintain a space cushion when the vehicle is not moving.

T_____ F_____

39. It takes the average person about one-half of a second to react from when the problem is seen to the time the brakes are applied.

T_____ F_____

40. Many experienced drivers do not devote their full, conscious capacity to their driving.

T_____ F_____

## TRANSIT BUS - FINAL TEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | II | T |
| 2. | III | F |
| 3. | IV | T |
| 4. | IV | T |
| 5. | V AND VI | T |
| 6. | V AND VI | F |
| 7. | V AND VI | T |
| 8. | V AND VI | F |
| 9. | V AND VI | T |
| 10. | V AND VI | T |
| 11. | VIII | T |
| 12. | VIII | T |
| 13. | IX | T |
| 14. | IX | F |
| 15. | IV | F |
| 16. | II | T |
| 17. | II | T |
| 18. | II | F |
| 19. | II | T |
| 20. | II | T |
| 21. | III | T |
| 22. | III | F |
| 23. | III | T |
| 24. | VII | T |
| 25. | VIII | F |
| 26. | VIII | T |
| 27. | VIII | T |
| 28. | VIII | T |
| 29. | VIII | T |
| 30. | XII | T |
| 31. | XII | T |
| 32. | XII | F |

| | | |
|---|---|---|
| 33. | III | F |
| 34. | III | T |
| 35. | IV | F |
| 36. | IV | T |
| 37. | V | T |
| 38. | V | F |
| 39. | V | F |
| 40. | V | T |

## SUMMARY OF QUESTIONS PER UNIT - TRANSIT

| | |
|---|---|
| UNIT I | 0 |
| UNIT II | 6 |
| UNIT III | 6 |
| UNIT IV | 5 |
| UNIT V AND VI | 10 |
| UNIT VII | 1 |
| UNIT VIII | 7 |
| UNIT IX | 2 |
| UNIT XI | 0 |
| UNIT XII | 3 |

## FARM LABOR VEHICLE - FINAL TEST

1. The driver of a farm labor vehicle must be at least 21 years of age.

T______ F______

2. A farm labor vehicle driver must pass a medical exam every four years.

T______ F______

3. The Department of Motor Vehicles is responsible for issuing a farm labor vehicle driver's certificate.

T______ F______

4. The farm labor vehicle driver must inspect each vehicle weekly to determine if it is in safe condition.

T______ F______

5. Prior to operation, the driver shall inspect each vehicle daily to ascertain that it is in safe condition, it is equipped as required by all provisions of law, and all equipment is in good working order.

T______ F______

6. You may transport hazardous materials in a farm labor vehicle.

T______ F______

7. The driver of a gasoline-powered farm labor vehicle may fuel the vehicle when passengers are aboard.

T______ F________

8. It is permissible to operate a farm labor vehicle in neutral to save brakes and fuel while going down a grade.

T______ F______

9. The emergency stopping system applies the brakes on the steering and rear axles of all farm labor vehicles and buses.

T______ F______

10. All mirrors on a farm labor vehicle should be properly adjusted for the driver.

T______ F______

11. The driver of a farm labor vehicle should maintain a safe following distance at all times.

T______ F______

12. Driving during twilight hours is more hazardous than driving during daylight hours.

T_____ F_____

13. Excessive heat will shorten the life of a clutch.

T_____ F_____

14. Having a good attitude has no effect on being a safe farm labor vehicle driver.

T_____ F_____

15. It is permissible to leave a farm labor vehicle with the engine running.

T_____ F_____

16. A farm labor vehicle is any vehicle designed, used, or maintained for the transportation of nine or more farm workers, in addition to the driver, to or from a place of employment or employment-related activities.

T_____ F_____

17. The CHP shall inspect every farm labor vehicle described in Vehicle Code Section 322 at least once annually to ascertain whether its construction, design, and equipment comply with all provisions of law.

T_____ F_____

18. It is not illegal for a farm labor vehicle described in Vehicle Code Section 322 to be driven without a current inspection certificate displayed in the vehicle.

T_____ F_____

19. No person shall operate a farm labor vehicle unless the person has in his or her possession a driver's license for the appropriate vehicle to be driven.

T_____ F_____

20. The DMV shall revoke the farm labor vehicle driver's certificate if the holder has been convicted of any violation involving felony hit-and-run, driving under the influence of an alcoholic beverage, reckless driving, or whose license has been suspended or revoked by the DMV.

T_____ F_____

21. Maintaining a proper following distance is not important for a farm labor vehicle driver.

T_____ F_____

22. The DMV shall revoke the farm labor certificate of any holder who after issuance of the certificate is incapable of safely operating a motor vehicle because of habitual or excessive use or addiction to the use of any drug.

T______ F______

23. An original applicant for a certificate to drive a farm labor vehicle shall include 10 hours of classroom instruction from units in the Instructor's Manual for California's Bus Driver's Training Course and 10 hours of applicant behind-the-wheel training from sections in the Instructor's Behind-the-Wheel Guide for California's Bus Driver's Training Course in vehicles comparable to vehicles that will be driven by the applicant to transport farm workers.

T______ F______

24. All cutting tools or tools with sharp edges carried in the passenger compartment of a farm labor vehicle shall be placed in covered containers.

T______ F______

25. Before traversing a railroad grade crossing, the driver of the farm labor vehicle shall stop such vehicle not less than 15 nor more than 50 feet from the nearest rail and shall not proceed until he/she can do so safely. The gears shall not be shifted manually while crossing the tracks.

T______ F______

26. Defensive drivers look far ahead, to the sides, and to the rear, and they maintain an adequate following distance.

T______ F______

27. When driving in fog, two things should be kept in mind, visibility and speed.

T______ F______

28. Every farm labor vehicle operating in California is required to carry a fire extinguisher (4 B:C rating) and a set of red reflectors.

T______ F______

29. In the case of an accident, the driver's primary responsibilities are to the safety of the passengers.

T______ F______

30. The term "service brake" refers to that portion of the braking system that is used in normal operation to stop.

T______ F______

# FARM LABOR VEHICLE - FINAL TEST DIAGNOSIS

| QUESTION | UNIT | KEY |
|---|---|---|
| 1. | II | F |
| 2. | II | F |
| 3. | II | T |
| 4. | III | F |
| 5. | III | T |
| 6. | III | F |
| 7. | III | F |
| 8. | DRIVER HANDBOOK | F |
| 9. | IV | F |
| 10. | V AND VI | T |
| 11. | V AND VI | T |
| 12. | V AND VI | T |
| 13. | IV | T |
| 14. | V AND VI | F |
| 15. | VII | F |
| 16. | II | T |
| 17. | II | T |
| 18. | II | F |
| 19. | III | T |
| 20. | III | T |
| 21. | V AND VI | F |
| 22. | III | T |
| 23. | III | T |
| 24. | III | T |
| 25. | VI | T |
| 26. | VI | T |
| 27. | VI | T |
| 28. | VIII | T |
| 29. | VIII | T |
| 30. | IV | T |

## SUMMARY OF QUESTIONS PER UNIT

| | |
|---|---|
| UNIT I | 0 |
| UNIT II | 6 |
| UNIT III | 9 |
| UNIT IV | 3 |
| UNIT V AND VI | 8 |
| UNIT VII | 1 |
| UNIT VIII | 2 |
| DRIVER HANDBOOK | 1 |

89 79784 86-173 (03-0360 and 03-0377) 78233 and 79784 300 6-90

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